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ABSTRACT

This curriculum guide contains course materials for the seven courses of the child development curriculum at McLennan Community College (Waco, Texas). The courses, which provide information on children from birth through school age, were completely revised in 1986-1987. Course titles are Introduction to Child Development, Growth and Development I (Infant/Toddler), Growth and Development II (Preschool), Growth and Development III (School-age), Discovery Learning I (Infant/Toddler), Discovery Learning II (Preschool), and Discovery Learning III (School-age). Materials included in this guide for each of the courses are the following: course description, instructor, required textbooks and reading, course objectives, evaluation methods, instructor policies, semester schedules, evaluation scoresheets, information sheets, laboratory reports, handouts, and transparency masters. (KC)

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Child Development Curriculum Improvement

Course Materials for Selected Courses in a Two-Year Vocational Program in Child Development

Compiled by

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Introduction

During the 1986-87 school year, the Child Development faculty at McLennan Community College recommended a revised curriculum which was subsequently approved by local child care employers (represented on the Child Development Advisory Committee). The changes were later approved by the Texas Higher Education Coordinating Board for implementation beginning in the fall of 1987.

These curriculum changes redistribute the previously-used curriculum primarily by the age of the child rather than by topical organization. Other main points of this organization were to give specific attention to both theory and applied practice. There is now an introductory course (required for all majors as a prerequisite/corequisite for all other courses), and a paired theory course and applied activity/curriculum course for each broad age range with which graduates find employment (Infant/Toddler, Preschool, and Early Elementary Age Child).

Although some courses retained previously-used course numbers, all seven courses addressed in this project involved such major revisions they were considered "new" courses. The purpose of this project was to provide support and instructor release time for implementing these curriculum changes.

Another goal of the project was to create standardized curriculum materials to provide increased uniformity among different sections of the same course taught (1) from year-to-year or (2) from instructor-to-instructor, especially part-time instructors.

Five of the classes were taught at least once during the 1987-88 year, so changes were made throughout the project in response to instructor and student feedback as the classes progressed.

The two courses on the older child (CD 303 and CD 403) replaced a single course which had been offered during the spring semester of 1986-87. Because this was a one-time disruption of the annual scheduling cycle, those classes were offered in Fall 1987, but too few students enrolled. At present, Fall preregistration figures for CD 303 and CD 403 appear normal and those classes will be taught for the first time this fall. Consequently, the materials included for those courses represent considerable planning, but lack the feedback provided by the actual experience of using the materials with students.

Contents

Part I.	CD 300 Introduction to Child Development
Part II.	CD 301 Growth and Development I (Infant/Toddler)
Part III.	CD 302 Growth and Development II (Preschool)
Part IV.	CD 303 Growth and Development III (School-age)
Part V.	CD 401 Discovery Learning I (Infant/Toddler)
Part VI.	CD 402 Discovery Learning II (Preschool)
Part VII.	CD 403 Discovery Learning III (School-age)

Child Development 300

Introduction to Child Development

McLennan Community College

Waco, Texas

CD 300: Introduction to Child Development

CATALOG DESCRIPTION: CD 300 Introduction to Child Development. Introduces the employment field of child care and surveys major perspectives in the study of child development and learning. Three lecture/laboratory hours per week.

INSTRUCTOR: Mrs. Janie Schlueter

OFFICE: Administration-Classroom Building, Room 309

PHONE: 756-6551 x291

MESSAGES: Leave messages in mailbox in 312 Admin.-Classroom Bldg. or by phone at x207 with Nona Baker, Human Services Secretary. You will be most successful in reaching me if you will leave a message (with your phone number) so that I can get back to you.

REQUIRED TEXTBOOKS:

Feeney, S., Christensen, D., and Moravcik, E. *Who Am I in the Lives of Children?* 3rd Ed. Columbus, Ohio: Merrill Publishing Co., 1987.

Bredekamp, Sue, ed. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age Eight* (Expanded edition). Washington, D.C. National Association for the Education of Young Children, 1987.

Compilation of materials selected by MCC's Department of Child Development and prepared by Central Duplicating. (Available in the Bookstore after enrollment counts have been finalized.)

OTHER REQUIRED READINGS: Readings beyond the required texts will be assigned throughout the semester and will include instructor handouts, library sources/references, magazines and newspapers to be located by the student.

CD 300: Introduction to Child Development

GENERAL COURSE OBJECTIVES:

Each student will ..

THE EMPLOYMENT FIELD OF CHILD CARE

- Briefly describe the current status of and demand for child care.
- Briefly describe the historical background of the current status of and demand for child care.
- Describe common types of programs providing child care in the U.S.

PRINCIPLES OF DEVELOPMENT

- Define development
- Explain and illustrate the concept of developmental sequence and the general patterns of development.
- Examine the reciprocal nature of the aspects of development: physical, emotional, social, and intellectual.
- Explain the value of understanding individual differences in developmental changes.

CHILD OBSERVATION PRINCIPLES

- Describe and illustrate guidelines for observing children.
- Describe the role of teacher-observation in early childhood education

DEVELOPMENTAL ISSUES

- Differentiate between quantitative and qualitative changes in development.
- Analyze and explain the nature/nurture issue.
- Identify and illustrate some of the internal and external influences on child development.
- Describe theoretical perspectives from which human nature and development are viewed.
- Discuss the relationship between theory and the observations of behavior in children.

THEORIES OF CHILD DEVELOPMENT

- Explain and illustrate the contributions of Gesell's normative/maturational theory.
- Explain and illustrate the major contributions of theories of ethology.
- Define the major elements of classical conditioning and operant conditioning.
- Differentiate social learning theory from the other stimulus-response theories.
- Explain and illustrate the contributions of each of the learning theory approaches
- Describe and illustrate the major contributions of Freud's theory of psychosexual development.
- Describe and illustrate the major contributions of Erikson's theory of psychosocial development.
- Briefly describe information processing theory.
- Explain and illustrate the contributions of Piaget's stage theory of cognitive development.

THE TEACHER AND THE TEACHER'S ROLE

- Describe desirable characteristics for a teacher of young children
- Briefly describe the role of a teacher/caregiver of young children
- Briefly describe the major career issues in the child care employment field.
- Explain the importance of teacher self-awareness about his or her own values and biases
- Explain and illustrate appropriate child care practices concerning the daily schedule, routines, transitions, long-range program plans, and changes in routines/schedules.
- Compare and contrast the appropriate uses of a daily schedule vs. a daily lesson plan
- Describe and illustrate general guidelines in creating and maintaining appropriate physical environments for young children.
- Describe and illustrate general guidelines for maintaining appropriate interpersonal environments for young children.
- Define and illustrate the concept of curriculum for young children
- Explain the role of self-esteem/self-concept in maximizing development.
- Describe the impact of the child's environment and social interactions on self-esteem.
- Describe the aspects of early learning which justify the "discovery learning" philosophy.
- Describe and illustrate ways in which the "discovery learning" philosophy can be applied in the areas of science, math, social studies, nutrition, literature, creative activities, etc.
- Discuss general approaches to the development of language and young children.
- Discuss the role of the child's environment and interactions in encouraging creative development
- Explain the role of the teacher in identifying and working with children with special needs.
- Discuss the role of the teacher in relating to the parents of children in care.
- Briefly describe the philosophical position of the National Association for the Education of Young Children.

METHOD OF EVALUATION:

40% (400 pts)	**EXAMS** Written examinations over everything in the assigned readings, plus everything covered in class. There will be four exams: three regular exams plus the final. The final will cover the last few weeks, plus some comprehensive questions over the main points of the entire semester.
25% (250 pts.)	**WRITTEN WEEKLY ASSIGNMENTS** Fifteen brief written reports based on your observation of class concepts seen in the MCC Child Development Centers and/or in other community settings.
5% (50 pts.)	**PARTICIPATION IN OBSERVATION EXPERIENCES IN CHILD DEVELOPMENT CENTER.** Based on documentation of attendance at arranged observation times and attitude/cooperation with center staff, etc.
20% (200 pts.)	**LIBRARY** Reading cards illustrating class concepts through summaries of newspaper, journal, and popular magazine articles.
10% (100 pts.)	**DAILY ATTENDANCE AND CLASS PARTICIPATION** Based on the following: - Class attendance - Participation in class activities - Brief written responses during class time. - Evidence that assigned readings have been completed before class time.

TOTAL = 100% (1000 points) with grades assigned as follows:

A = 90-100% (900-1000 points)
B = 80-89% (800-899 points)
C = 70-79% (700-799 points)
D = 60-69% (600-699 points)
F = less than 60% (0-599 points)

NO EXTRA CREDIT AVAILABLE.

INSTRUCTOR POLICIES:

ATTENDANCE: I believe that regular attendance is important, both because of its relationship to academic success and because it is the first step in establishing the habit and reputation of dependability in the world of work.

The MCC General Catalog includes several very important attendance policies with which you should become familiar. In calculating your points for attendance (see Method of Evaluation) I count *every* absence, *regardless of excuse*. In the end, every absence does have consequences. Furthermore, nearly every student in the span of a semester will have some illness or emergency which interferes in some way with their ideal performance.

Because a relatively small number of points are determined solely by your attendance, the power of the attendance grade lies largely in separating the students who make class attendance a priority from those who come to class only when it's convenient for them.

MINIMUM ATTENDANCE REQUIREMENTS: You must attend at least 80% of the class meetings to complete the course. A passing grade cannot be assigned to a student whose absences exceed 20% of the class meetings regardless of the quality of work the student submits.

MINIMUM OBSERVATION REQUIREMENTS: The observation component of this class requires that the student observe children in various settings. These observations must be completed and submitted with satisfactory documentation of an *appropriate* observation *site* and *time*.

At least *three hours* of observation for specific instructor-designated assignments must be completed *in MCC's Child Care Centers*. The equivalent of these three hours will be released from the class meeting time to allow the student to schedule observations at various times convenient to the student and acceptable to the operational needs of the Child Care Centers. Scheduling and makeup of observation time in the campus lab must be arranged with the approval of the center director, Mrs. Caudle.

A passing grade cannot be assigned to a student whose observation documentation does not represent at least 80% of the assigned observations, regardless of classroom attendance or the quality of written work submitted.

MORE ON ATTENDANCE: When you are absent from class, you are responsible for finding out what was missed and for making the effort to complete assigned work on time. Most students find that other students are willing to provide class notes, as long as you don't take advantage of anyone. The instructor will provide missed handouts within the week after the missed class, but cannot be expected to carry every handout to every class.

Ideally, you should not come to the next class meeting without first checking with another student to determine whether any changes in class routine has been announced concerning the upcoming class. (Sometimes even a test date could get moved up with the approval of class members.) So don't come to class uninformed. You are responsible for all information from the missed class. ***"I didn't know because I was absent"*** is not an acceptable excuse.

KEEPING THE INSTRUCTOR INFORMED: If you must miss class, you should keep the instructor up-to-date on your status. MCC's policy allows the instructor to withdraw a student who stops coming to class, but sometimes it's hard to know whether a student is ill or has no intention of returning. Leaving a message with the Dept. secretary takes only a minute.

MAKE-UP EXAMS: To be consistent with published MCC policies, I will allow make-up exams only for the following reasons: (1) authorized participation in official College functions, (2) personal illness (I require a doctor's note) (3) death in the immediate family.

Any of the above reasons must be documented to my satisfaction, and a written request for the makeup exam must be made by the student within three days after the scheduled exam. The makeup exam must be completed within seven days after the regular test, unless I agree in advance to other arrangements.

LATE PAPERS: Attached to this syllabus, you will find four *late coupons* which you can use at your discretion to cover whatever emergencies you may encounter during the semester. Each coupon erases *one late day* for *one* assignment (one observation, one card, etc.). No late paper will be accepted without the equivalent coupon, unless your circumstances are so extreme that you would consider requesting an incomplete grade to accommodate your need for additional time. (Usually these circumstances involve major illnesses or similar crisis for the student or a family member.)

TEST POLICY: Because the study of Child Development is far from being an "exact science," your responses to specific examination questions must be considered only on the basis of the conclusions drawn in lecture and in the assigned readings.

You are free to challenge or disagree with any conclusion, but the apropriate time for that is during the class discussion, rather than on an examination. At that time, you should be current on your reading assignments and be able to demonstrate understanding of the concept with which you disagree. That way, your disagreement can represent informed argument, rather than uninformed dissent.

ACADEMIC HONESTY: It is sometimes appropriate for students to work together on take-home written assignments, because as they talk and discuss their separate knowledge and understanding, each learns from the other. However, the work turned in must clearly represent the individual thinking and effort of each separate student. If two papers look too much alike to me, I will allow credit to only one student; the two student must decide who gets the credit.

Methods of Instruction

A variety of instructional methods will be used to accomplish the course objectives during the semester. These will include but not necessarily be limited to:

- student reading, reviewing, and studying of the text, handouts, and other assigned readings
- classroom lecture by the instructor
- classroom discussion led by the instructor and involving all class members
- small group discussions involving class members
- lab observations conducted in the MCC Child Development Centers and/or appropriate community sites approved by the instructor
- written assignments by the student as assigned by the instructor (See Method of Evaluation, p. 3)
- instructor feedback on the student's performance on exams and other assignments
- small group activities and projects as assigned by the instructor
- audio-visual materials such as filmstrips, videos, films, audiotapes, and overhead transparencies.

One One late coupon--Worth one One
late day on one assignment

One Late Coupon

One assignment equals one
reading card, one observation
One report, etc. Not transferable. One

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CD 300 **Semester Schedule**, p. 1 Schlueter, FS87

TOPICS/WEEKS	READING
Week 1 (Aug 31-Sep 4)	
Get acquainted activities	Ch. 3 🐇
Ch. 3: Values and Ethics in Early Childhood Educ.	Syllabus 🕯
Bomb shelter game/Personal values	
Orientation to the observation expectations	
Code of conduct forms	
Sign-up for observation orientation	
Week 2 (Sep 4-Sep 11)	
Ch. 5: Observation and evaluation	Ch. 5 🐇 🕯
Introduction to observation assignments	
Week 3 (Sep 14-Sep 18)	
Ch. 4: Child Development	Ch. 4 (🐇 for now)
Desired outcomes of childcare	Begin Unit I 🕯
Desired characteristics of children as adults	
Who do you work for?	
Are there any developmental certainties?	
What are some broad areas of argument in Development?	
Week 4 (Sep 21-Sep 25)	
Ch. 4: Child Development	Unit I 🕯
Developmental Issues	Ch. 3
Principles of Development	Ch. 5
Review ch. 5	
Review ch. 3	
Define theory	
Week 5 (Sep 28-Oct 2)	
Exam I (Wed.) over ch. 3 & 5 and Unit 1	
(Fri.) Gesell's normative/maturational theory	Ch. 4 🕯
Theories of ethology	Unit II 🕯
Week 6 (Oct 5-9)	
Learning theory	Ch. 4 🕯
Social learning theory/modeling	Unit II 🕯
(Implications of learning theory and modeling for language, guidance, etc.)	DAP Part ____ 🐇
Return exam	
Begin Freud	
Week 7 (Oct 12-16)	
Freud's psychosexual theory	Ch. 4 🕯
Erikson's theory of psychosocial development	Unit II 🕯
Library tour (Friday Oct. 16...Meet at the library)	Library handout
Week 8 (Oct 19-23)	
Piaget's stage theory of cognitive development	Ch. 4 🕯
Compare theoretical perspectives	Unit II 🕯

CD 300 **Semester Schedule**, p. 2 Schlueter, FS87

Week 9 (Oct 26-30)	
Exam II (Wed.)	Ch. 6 🕯
Begin curriculum	DAP Part ____ 🐇
Ch. 6: The child in school	
Schedules, routines and transitions	
Week 10 (Nov 2-6)	
Ch. 7 The learning environment	Ch. 7 🕯
Ch. 13 The inquiry curriculum	Ch. 13 🐇
Learning centers	
Discovery learning	
Inductive reasoning	
Return exam	
Week 11 (Nov 9-13)	
Ch. 2 The Teacher of Young Children	Ch. 2, thru p. 49 🐇
Ch. 8: Relationships and classroom management	Ch. 8 🕯
Guidance	Ch. 9 🕯/🐇
Guidance applied to learning centers	
Begin Ch. 9: What's worth knowing	
Week 12 (Nov 16-20)	
Ch. 9: What's worth knowing	Ch. 9 🕯/🐇
Curriculum planning	Ch. 10 🐇
Ch. 10 The physical development curriculum	
Exam III on Friday, Nov. 20	
Week 13 (Nov 23-27)	
Ch. 11: The creative curriculum	Ch. 11 🕯
Coloring book handout	Handout
Ch. 12: The language and literacy curriculum	Ch. 12 🕯
Week 14 (Nov 30-Dec 4)	
Ch. 1: The field of early childhood education	Ch. 1 🕯/🐇
Return exam	
Week 15 (Dec 4-11)	
Ch. 2: Teacher of young children	Ch. 2, pp. 49-56 🐇
Ch. 16: Professional involvement	Ch. 16 🐇
Ch. 14: Children with special needs	Ch. 14 🐇

NO CLASS, FRIDAY, DEC. 11...FINALS BEGIN FRIDAY!!

Week 16 (Dec 14-18)
Finals

🕯 Chapters to learn and study extensively in addition to classnotes.

🐇 Chapters to read through. Study classnotes over the reading material rather than necessarily studying the chapter itself.

McLennan Community College
1400 College Drive ● Waco, Texas 76708 ● 817 756-6551

PRINCIPLES OF CONDUCT

The student in Child Development is expected to exhibit mature and responsible actions in all activities. As a developing professional, you are entering into the lives of young children, into activities in a variety of child care settings, and into relationships with other adults. Your conduct is a reflection of you, the college and the child-caring profession.

Three principles for professional conduct are:

1. To maintain confidentiality and respect for the rights of children and families to privacy;
2. To protect children and families from commerical and other exploitation and;
3. To commit ourselves to continuing growth as a professional in early childhood education.

---S. Feeney, NAEYC, 1985

The following are causes for dismissal from the McLennan Community College Child Development program:

1. Breach of confidentiality;
2. Disregard of college, program or agency/center policies;
3. Use of cruel, harsh or unusual punishment or treatment of children in care;
4. Use of abusive or profane language;
5. The student's personal problems interfere with their ability to function appropriately/professionally in the laboratory setting or in the classroom;
6. Indictment or subject of an official criminal complaint alleging committment of offenses listed in Appendix VII, Minimum Standards, Day Care Centers, May 1985.

______________________________ _________________________

Student Signature Date

CD 300 Name ____________________

Child Development Scoresheet

Labs (25%) % of 250 pts	Exams (40%) % of 400 pts	Library cards (20%) % of 200 pts
1. ______	1. ______	1. ______
2. ______	2. ______	2. ______
3. ______	3. ______	3. ______
4. ______	4. ______	4. ______
5. ______	5. ______	5. ______
6. ______	6. ______	6. ______
7. ______	7. ______	7. ______
8. ______	8. ______	8. ______
9. ______	9. ______	9. ______
10. ______	10. ______	10. ______
11. ______	11. ______	11. ______
12. ______	12. ______	12. ______
13. ______	13. ______	13. ______
14. ______	14. ______	14. ______
15. ______	15. ______	15. ______

Att./partic. (10%)	Obs. participation (5%)
____________	____________
100 points possible	50 points possible

Instructor Policy on Attendance Points

Calculation of attendance points
for day class which meets twice a week.

Number of missed class days	% of possible points
0.	95 %
1.	93
2.	90
3.	84
4.	78
5.	72
6.	66
7.	60

No course credit for absences beyond seven, since this exceeds the 20% limit on class meeting absences. At that point you would be dropped from the class roll with a W or WF, regardless of your lab attendance or the quality of your written work.

****

Calculation of attendance points
for a class which meets once a week.

Number of missed class days	% of possible points
0.	95 %
1.	90
2.	80
3.	70
3 1/2.	60

No course credit for absences beyond three and one half, since this exceeds the 20% limit on class meeting absences. At that point you would be dropped from the class roll with a W or WF, regardless of your lab attendance or the quality of your written work.

Personal attendance diary for ____________________

DATE	Reason for time missed *OR* What you overcame to get here	DATE	Total time missed to date

CD 300 **Reading Cards** Schlueter, SS88

Issues in child development and the child care field are subject to on-going research, medical advances, legislation, and changes in the American lifestyle, etc. Many of the recommendations made in this class are substantially different than would have been made 20 years ago. Likewise, we expect that some of what you learn here will be subject to revision and updating in the coming years.

The purpose of this assignment is to help you establish the habit of keeping up with current information in the area of child growth and the field of child care.

SOURCES: Limit your sources to current newspapers and popular magazines. The Sunday edition of the Waco Tribune-Herald is usually dependable in supplying current issues and topics. These sources are rarely as thorough as more professional sources, but they do keep you informed about topics you should pursue further.

Articles must be at least four column inches. In other words, avoid photo cutlines, advertisements, brief announcements, and letters to the editor or to Ann Landers, etc.

Although every article need not focus directly on early childhood or the field of child care, you must be able to draw some implications for the importance of the information to child care.

FORMAT Cards must be done on 5"x8" cards as follows:

1. Identification: your name, class, and the number of the card (1-5).

2. Bibliographic entry: author's name, name of the article, title of the newspaper or magazine, date of the volume, and the page numbers. This must be complete and done in proper form (see sample card). You cannot receive an "A" grade unless the bibliographic entry is completed in a standardized manner. See me if you need help.

3. Summary: Use the remaining space on the front of the card to summarize the article. Summarize in your own words, although you may quote briefly from the article as long as you give credit where credit is due. I can usually tell when you have picked up whole sentences without giving credit and I will return the card ungraded, if I feel that you are guilty of plagarism.

4. Reaction: Using tbe top half of the back of the card, tell me how you felt about the article you read. For example you may ...like the article ...be surprised ...disagree ...wonder about its truth or validity, or whatever. This need not be longer than three or four sentences, as long as I am convinced that you gave it some thought.

5. Application or implications: This is where you tell me what you are going to do with the information you have read. The application must include some usefulness for child care. It can include ...making changes in your teaching style ...talking with your director about making change ...writing a message for parents or posting an article for them ...writing to your congressman to get a law changed or...seeking more information.

   Somewhere in this section, I need to see the words I plan to underlined, so that I can see what you will do. (I won't check to see if you actually carry out your plan. This assignment simply encourages you to consider what you could do with such information.)

SEE THE SAMPLE CARD (over)

DUE DATES All five cards are due on or before Monday, July 27.

Janie Schlueter CD 300 Card #1

____________________. "Should Everyone Take Fish Oil Capsules?" Scott & White Options for Health. Vol. 2 (January 1987), p. 7.

Summary: Some people think that everyone should start taking fish oil capsules on a regular basis. This has grown out of recently-published research suggesting that eating as little as two servings of fish per week can be good for the heart. The question is how to best get the benefits of fish. For example, a person could eat fish, cook with fish oil or take the capsules. This article suggests that the alternatives are no better than simply eating the fish in the first place.

The article recommends against taking the capsules without consulting your physican. Since the benefit of fish is something like a blood thinner, it could be harmful to someone who has undiagnosed bleeding problems or who takes substantial quantities of aspirin for arthritis, etc., since aspirin has a similar effect.

The thinning of the blood discourages the accumulation of particles on the artery walls, which is what leads to hardening of the arteries.

The article concludes that eating more fish is the "cheapest, safest, and most palatable way of encorporating fish oil into your diet."

| Front of card | | Back of card |

Reaction: I had heard about the studies suggesting the inclusion of more fish in the American diet, so it's interesting to see the follow-up on fish oil capsules. My preference is always to seek nutritional balance through good eating, rather than pills, so I'm pleased to see that dietary fish is better than "health food store" capsules.

Application: I think most day care centers include the ever-popular fish sticks in their menu-planning, but I'm not sure it is included because it is considered to be an "essential" item. I plan to check with the director at my center to ask how frequently fish is served. If it is less than every week or so, I will encourage her to check into the possibility of serving it as much as once a week. I might also look for and submit some alternative fish recipes, so that fish can be served in a variety of forms.

That way children will not only get the nutrients fish offers, but will begin early to establish the habit of eating fish on a very regular basis.

I will also be careful to see that my own family is getting fish regularly. We all like it, but often forget to include it.

CD 300 **Observation Due Dates** Schlueter, FS87

WEEK #	DATES	DO OBSERVATIONS	TURN IN REPORTS
#1	Aug 30-Sep 4	#1	None
#2	Sep 7-11	#2 (& #1)	(#1)
#3	Sep 14-18	#3	#1 & #2
#4	Sep 21-25	#4	#3
#5	Sep 28-Oct 2	#5	#4
#6	Oct 5-9	#6	#5
#7	Oct 12-16	#7	#6
#8	Oct 19-23	#8	#7
#9	Oct 26-30	#9	#8
#10	Nov 2-6	#10 & #11	#9
#11	Nov 9-13	#12 & #13	#10 & #11
#12	Nov 16-20	#14 & #15	#12 & #13
#13	Nov 23-27	See note below	#14 & #15
#14	Nov 30-Dec 4	See note below	None
#15	Dec 4-11	See note below	None
#16	Dec 14-18	None (Finals)	None

Note: During your last two weeks of lab, you will be given review-type observations which will help you refresh yourself on some of the broad principles basic to the whole course. No written report will be expected, although you may wish to write up some notes on the observation as preparation for the final exam.

CD ______ Lab hours diary for ____________________

Date	Time in	Time out	Hours/min.	Signature if required

Below is an example of the evaluation form which will be submitted by the student with the lab report. It will completed by the instructor and returned to the student. Interpretation of the percentage grade values is also indicated on this page.

Evaluation criteria for Lab Experience Reports

Strength Weakness

______ ______ Report was turned in on time.
______ ______ Directions were followed.
______ ______ Handwriting is legible.
______ ______ Report was proofread and appropriately corrected.
______ ______ Report is appropriately labeled.
______ ______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ ______ Report of fact shows objectivity.
______ ______ Adequately detailed, concrete examples are used.
______ ______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______ ______ Additional details of fact are not added during the interpretation section.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Report suggests good effort.

95% and above. Exceptionally nice job. Report makes it abundantly clear that the student understands the concept. Student has, in some way, done the job in an outstanding (rather than simply acceptable) way.

90% Perfectly adequate. It appears that student does understand the concept and has appropriately completed and submitted the report. Nothing to complain about.

80-89% Report is reasonably close to adequately meeting all requirements, but is lacking in some of the ways indicated above.

70-79% Report is substantially lacking is areas indicated above.

60-69% Report suggests that student may some understanding of the concept or has paid some attention to the details/requirements of the assignment, but is seriously lacking in areas indicted above.

0-59% Student has submitted something which bears little relationship to the original assignment and which clearly suggests disinterest and lack of effort in completing the assignment.

Grade ________ **LAB REPORT # 1**

Name ____________________ Date of observation ______________

Lab site ____________________ Time of observation ______________

CD 300 Lab experience #1 FS87

REPORT OF FACT: Write a one-page report about what happened and what you saw during your first lab period. You obviously need not include everything which happened, but do tell me about the high points. This is to be an objective reporting of facts and should not include your opinions, interpretation, feelings or reactions.

INTERPRETATION: Write a 1/2 page report of your reaction to starting or returning to lab. Your opinions, interpretations, feelings and reactions are appropriate here, but additional reporting of fact is not.

Complete the report on you own paper and **staple** to this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength	Weakness	
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used.
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Grade ________

LAB REPORT ° 2

Name ______________________________ Date of observation ____________________

Lab site ____________________________ Time of observation ____________________

CD 300 Lab experience #2 Staff, FS87

During lab, watch for a brief "incident" (involving children) which has a beginning and an end. Write an anecdotal report of the incident.

REPORT OF FACT: Describe what you saw, including anything related that happened just before or right after the incident. Be objective; don't speculate. Include a description of what the child/children did and said, and a description of the response from the caregiver or other children.

INTERPRETATION: Interpret what you described above. You can speculate on what happened or why it happened. Try to be thoughtful, but you are not bound to being so objective here. Try to refer to class concepts, although we have only begun our study of child development.

Complete the report on you own paper and staple to this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength	Weakness	
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used.
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Grade ________ **LAB REPORT # 3**

Name ______________________ Date of observation ______________

Lab site ____________________ Time of observation ______________

CD 300 Lab experience #3 (Values) Staff, FS87

Before you go for observation, review page 63 in *Who Am I in the Lives of Children?* which lists "Core Values in Early Childhood Education." During lab, look for an example in which a caregiver's response to a child reflected the caregiver's values and beliefs about children and about childcare. (For example a caregiver who responds to a child's "Please snap my pants" with "Let's see if you can snap your pants all by yourself" may be reflecting a value of fostering independence in children.) Write a brief anecdotal report on the incident. (About one hand-written page, total.)

REPORT OF FACT: Describe what you saw, including anything related that happened just before or right after the incident. Be objective; don't speculate. Be careful to include observable behaviors and appearances only.

INTERPRETATION: Interpret what you described above. You can speculate on the caregiver's values here as long as you base your speculation on the facts you reported above. Try to be thoughtful, but you are not bound to being so objective here. Try to refer to class concepts concerning values.

Complete the report on you own paper and **staple** to this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two. Also be sure to clearly separate and label your **two** examples.

Evaluation criteria for Lab Experience Reports

Strength	Weakness	
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used.
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Grade ______

LAB REPORT # 4

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 300 Lab experience #4 Staff, FS87

During lab, select a specific child on which you would like to write a physical description and look for characterics which are genetically determined and others which are environmentally determined.

REPORT OF FACT: Describe the physical characteristics of the child, including characteristics such as hair and eye color, relative height, weight, posture, etc. Be objective in reporting only what you see; don't speculate. Be careful to include observable appearances only.

INTERPRETATION: Interpret what you described above with respect to whether each characteristic is genetically or environmentally determined. Try to be thoughtful, but you may speculate on the origin of some specific characteristics, since uou mau not know the actual origin. Try to refer to

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Grade ______

LAB REPORT # 3

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 300 Lab experience #3 (Values) Staff, FS87

Before you go for observation, review page 63 in *Who Am I in the Lives of Children?* which lists "Core Values in Early Childhood Education." During lab, look for an example in which a caregiver's response to a child reflected the caregiver's values and beliefs about children and about childcare. (For example a caregiver who responds to a child's "Please snap my pants" with "Let's see if you can snap your pants all by yourself" may be reflecting a value of fostering independence in children.) Write a brief anecdotal report on the incident. (About one hand-written page, total.)

REPORT OF FACT: Describe what you saw, including anything related that happened just before or right after the incident. Be objective; don't speculate. Be careful to include observable behaviors and appearances only.

INTERPRETATION: Interpret what you described above. You can speculate on the caregiver's values here as long as you base your speculation on the facts you reported above. Try to be thoughtful, but you are not bound to being so objective here. Try to refer to class concepts concerning values.

Complete the report on you own paper and **staple** to this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two. Also be sure to clearly separate and label your **two** examples.

Evaluation criteria for Lab Experience Reports

Strength Weakness

_____ _____ Report was turned in on time.

_____ _____ Directions were f

Grade ________

LAB REPORT # 5

Name ______________________________ Date of observation ________________

Lab site ____________________________ Time of observation ________________

CD 300 Lab experience #5 Staff, FS87

During your lab period, look for examples of **gross** motor (large muscle) activities in children. Try to observe two children at least 12 months apart in age who are doing the same type of gross motor activity.

REPORT OF FACT: Tell about the activity and then describe the motor behavior of each of the children, paying special attention to the way each child carries out the activities and uses specific muscles.

INTERPRETATION: Interpret what you've described above in light of class concepts concerning gross motor development and the principles of development.

Complete the report on you own paper and **staple** to this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two. Also be sure to clearly separate your descriptions and comments related to the two children.

Evaluation criteria for Lab Experience Reports

Strength Weakness

______ ______ Report was turned in on time.
______ ______ Directions were followed.
______ ______ Handwriting is legible.
______ ______ Report was proofread and appropriately corrected.
______ ______ Report is appropriately labeled.
______ ______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ ______ Report of fact shows objectivity.
______ ______ Adequately detailed, concrete examples are used
______ ______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______ ______ Additional details of fact are not added during the interpretation section.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Report suggests good effort.

Grade ________

LAB REPORT # 6

Name ____________________________ Date of observation ________________

Lab site ____________________________ Time of observation ________________

CD 300 Lab experience #6 (Fine motor) Staff, F'87

During your lab period, look for examples of fine motor (small muscle) activities in children. Try to observe two children at least 12 months apart in age who are doing the same type of fine motor activity.

REPORT OF FACT: Tell about the activity and then describe the motor behavior of each of the children, paying special attention to the way each child carries out the activities and uses specific muscles.

INTERPRETATION: Interpret what you've described above in light of class concepts concerning fine motor development and the "principles of development."

Complete the report on you own paper and **staple** to this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two. Also be sure to clearly separate your descriptions and comments related to the two children.

Evaluation criteria for Lab Experience Reports

Strength	Weakness	
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used.
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Grade ________ **LAB REPORT # 7**

Name ____________________ Date of observation ______________

Lab site ____________________ Time of observation ______________

CD 300 Lab experience #7 (Attachment) Staff, F587

Observe a child who demonstrates attachment behaviors with a caregiver, looking for ways in which the child both stays close and ventures away from the caregiver.

REPORT OF FACT: Write a brief anecdotal report of the situation, the child's behavior and the caregiver's behavior.

INTERPRETATION: Interpret what you've seen above in light of class discussion of ethological theories of attachment. Comment on whether you think the attachment is appropriate behavior for this child at this time.

Complete the report on you own paper and **staple** to this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength	Weakness	
		Report was turned in on time.
		Directions were followed.
		Handwriting is legible.
		Report was proofread and appropriately corrected.
		Report is appropriately labeled.
		The student's selection of examples suggests understanding of the concept to be illustrated.
		Report of fact shows objectivity.
		Adequately detailed, concrete examples are used.
		Interpretation and opinion are withheld until the interpretation portion of the report.
		Report shows thoughtfulness and insight on the part of student.
		Interpretation is accurate and thorougn, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
		Additional details of fact are not added during the interpretation section.
		Report shows thoughtfulness and insight on the part of student.
		Report suggests good effort.

Grade ________

LAB REPORT # 8

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______ ______

CD 300 Lab experience #8 (Reinforcement) Staff, FS87

During your observation period, watch for examples of a caregiver reinforcing a child's behavior through verbal reinforcement and through non-verbal reinforcement.

Write a brief anecdotal report of what happened and how the caregiver responded with verbal reinforcement. Write a second anecdotal report showing non-verbal reinforcement.

Complete the report on you own paper and **staple** to this form. Clearly label your report of fact and your interpretation for each anecdotal report, leaving at least two lines of space between them.

Evaluation criteria for Lab Experience Reports

Strength Weakness

______ ______ Report was turned in on time.

______ ______ Directions were followed.

______ ______ Handwriting is legible.

______ ______ Report was proofread and appropriately corrected.

______ ______ Report is appropriately labeled.

______ ______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ ______ Report of fact shows objectivity.

______ ______ Adequately detailed, concrete examples are used.

______ ______ Interpretation and opinion are withheld until the interpretation portion of the report.

______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Interpretation is accurate and thorougn, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.

______ ______ Additional details of fact are not added during the interpretation section.

______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Report suggests good effort.

Grade ________

LAB REPORT # 9

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 300 Lab experience #9 (Modeling) Staff, FS87

During you observation period, look for examples of child behavior's which you believe were learned through modeling (social learning theory)

Write a brief anecdotal report of the incident and interpret by explaining how you believe the child may have learned the behavior and why he now finds it rewarding to repeat.

Complete the report on you own paper and **staple** to this form Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength Weakness

______ ______ Report was turned in on time.

______ ______ Directions were followed.

______ ______ Handwriting is legible.

______ ______ Report was proofread and appropriately corrected.

______ ______ Report is appropriately labeled.

______ ______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ ______ Report of fact shows objectivity.

______ ______ Adequately detailed, concrete examples are used.

______ ______ Interpretation and opinion are withheld until the interpretation portion of the report.

______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.

______ ______ Additional details of fact are not added during the interpretation section.

______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Report suggests good effort.

Grade ________

LAB REPORT #10

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 300 Lab experience #10 (Discovery Learning) Staff, F537

During your lab experience, look for an example of a child participating in a discovery learning experience which was planned by the teacher to be implemented by the child (in the context of a learning center without much intervention from the teacher). Avoid teacher-led or structured activities, such as group stories, songs, etc. Pay special attention to how the environment was arranged to encourage the experience to happen. Also note the behaviors of both the child and the caregiver.

Be sure to separate your report of fact from your interpretation. Remember to refer to class concepts in your interpretation.

Complete the report on you own paper and **staple behind** this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength	Weakness	
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed; concrete examples are used.
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Grade ________

LAB REPORT #11

Name ____________________ Date of observation ______________

Lab site ____________________ Time of observation ______________

CD 300 Lab experience #11 (Discovery Learning) Staff, FS87

During your lab experience, look for an example of a child participating in a discovery learning experience which was planned by the teacher to be implemented by the child (in the context of a learning center without much intervention from the teacher). Avoid teacher-led or structured activities, such as group stories, songs, etc. Pay special attention to how the environment was arranged to encourage the experience to happen. Also note the behaviors of both the child and the caregiver.

Be sure to separate your report of fact from your interpretation. Remember to refer to class concepts in your interpretation.

Complete the report on you own paper and **staple behind** this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Strength	Weakness	..........**Evaluation criteria for Lab Experience Reports**
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used.
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Grade ________ **LAB REPORT #12**

Name ______________________ Date of observation ______________

Lab site ____________________ Time of observation ______________

CD 300 Lab experience #12 (Positive Verbal Guidance) Staff, FS67

During your lab period, pay close attention to the verbal behavior of the caregivers. Listen for examples of Positive Verbal Guidance (for Lab #12) and examples of Open-Ended Questions (for Lab #13).

REPORT OF FACT (LAB #12): Write your quotes in list form, listing ten examples of Positive Verbal Guidance used by a caregiver. Number each quote and attribute it to a specific person. For example:

1. "We run outside and walk inside," Mrs. Willey.

INTERPRETATION: Interpret the quotes reported above in terms of their purpose and effectiveness. Include your reaction to their use with young children.

Complete the report on you own paper and staple behind this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Strength	Weakness..........	**Evaluation criteria for Lab Experience Reports**
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used.
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Grade ________

LAB REPORT # 13

Name ____________________________ Date of observation __________________

Lab site __________________________ Time of observation __________________

CD 300 Lab experience # 13 (OEQs) Staff, FS87

During your lab period, pay close attention to the verbal behavior of the caregivers. Listen for examples of Positive Verbal Guidance (for Lab # 12) and examples of Open-Ended Questions (for Lab # 13).

REPORT OF FACT (LAB # 13): Write your quotes in list form, listing ten examples of Open-Ended Questions used by a caregiver to encourage cognitive development in the child. Number each quote and attribute it to a specific person. For example:

1. "What do you think will happen if we mix the red and the blue together?," Mrs. Ayers.

INTERPRETATION: Interpret the quotes reported above in terms of their purpose and effectiveness. Include your reaction to their use with young children.

Complete the report on you own paper and staple behind this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Strength	Weakness	**Evaluation criteria for Lab Experience Reports**
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used.
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Grade ______ **LAB REPORT # 14**

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 300 Lab experience #14 (Encourages Creativity) Stett, F587

Write a brief anecdotal report of a situation in which a caregiver encouraged creativity in a child. Be sure to separate your report of fact from your interpretation.

Complete the report on you own paper and **staple behind** this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Strength Weakness..........**Evaluation criteria for Lab Experience Reports**

______ ______ Report was turned in on time.
______ ______ Directions were followed.
______ ______ Handwriting is legible.
______ ______ Report was proofread and appropriately corrected
______ ______ Report is appropriately labeled.
______ ______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ ______ Report of fact shows objectivity.
______ ______ Adequately detailed, concrete examples are used.
______ ______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______ ______ Additional details of fact are not added during the interpretation section.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Report suggests good effort.

Grade ______ **LAB REPORT # 15**

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 300 Lab experience #15 (Discourages creativity) Staff, FS87

Write a brief anecdotal report of a situation in which a caregiver discouraged creativity in a child. Be sure to separate your report of fact from your interpretation.

Complete the report on you own paper and **staple behind** this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Strength	Weakness.........	**Evaluation criteria for Lab Experience Reports**
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used.
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Feral Children

AMALA AND KAMALA

Feral children are believed to have spent a part of their formative years isolated from human society. In some cases, the children appear to have lived in complete isolation. In other cases, the children were "raised" in the company of animals. These include reports of children found with bears, sheep, cows, leopards, gazelles, monkeys, and, most frequently, with wolves. Whether these accounts are true is still questionable.

One of the most authentic accounts concerned the Wild Boy of Aveyron. This boy, about eleven years old, was found in a wooded area of Aveyron, France in 1800. His behaviors and physical appearance suggested he had been living this way for years, perhaps since the age of five. Victor, as he was named, was taken to Paris. There Dr. Itard, at the institute for the deaf, began working with him.

As a result of his life in the wild, Victor seemed unaffected by heat or cold. He ate only nuts and vegetables. He could not speak and it was assumed he was deaf. Later it was learned he could hear, but Itard's efforts to teach him to speak were unsuccessful. He was never able to gain freedom in society and died at the age of 40.

Another case involved the Wolf-Children of Midnapore, India. Two girls, ages one-and-a-half and eight, were found living with wolves. They exhibited many wolf-like behaviors. They ran on all fours and could not walk. They preferred raw meat. Their eyes were said to glow in the dark. They liked dark places. They were unaffected by heat or cold. Their only sounds were wolf-like howls and cries. The girls were taken to an orphanage where the Reverend Singh tried to rehabilitate them. The younger girl, Amala, died within a year but the older girl, Kamala, learned to walk upright and speak some before her death at age 17.

In both cases these children slowly formed attachments to the women who fed and nurtured them even though they found human contact unpleasant at first. They learned, and made some progress toward socialization; but never fully recovered from their earlier experiences.

More details about these cases can be found in the following references:

Itard, Jean-Marc-Gaspard. *The Wild Boy of Aveyron.* New York: Prentice-Hall, 1962.

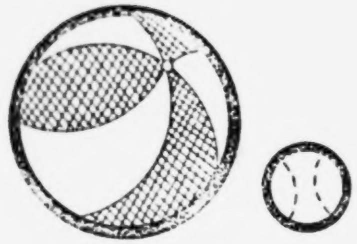
Maclean, Charles. *The Wolf Children.* London: Allen Lane, Penguin Books, 1980.

Shattuck, Roger. *The Forbidden Experiment: The Story of the Wild Boy of Aveyron.* New York: Farrar, Straus, Giroux, 1980.

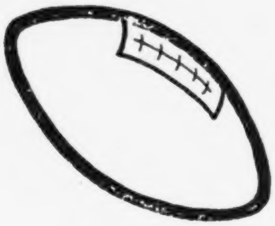
Singh, Joseph A. and Zingg, Robert M. *Wolf-Children and Feral Man.* Hamden, CT: Shoe String Press, 1966.

Source: ______________. *Caregivers of Infants and Toddlers: Instructor's Guide.* Lubbock, TX. Home Economics Instructional Materials Center, 1982, p. 95. (Not copy protected.)

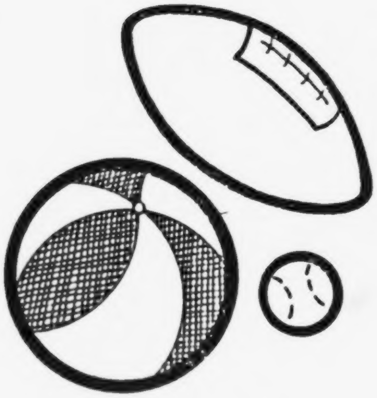
Assimilation



Child has a concept for "ball" which fits all the balls the child has seen so far.



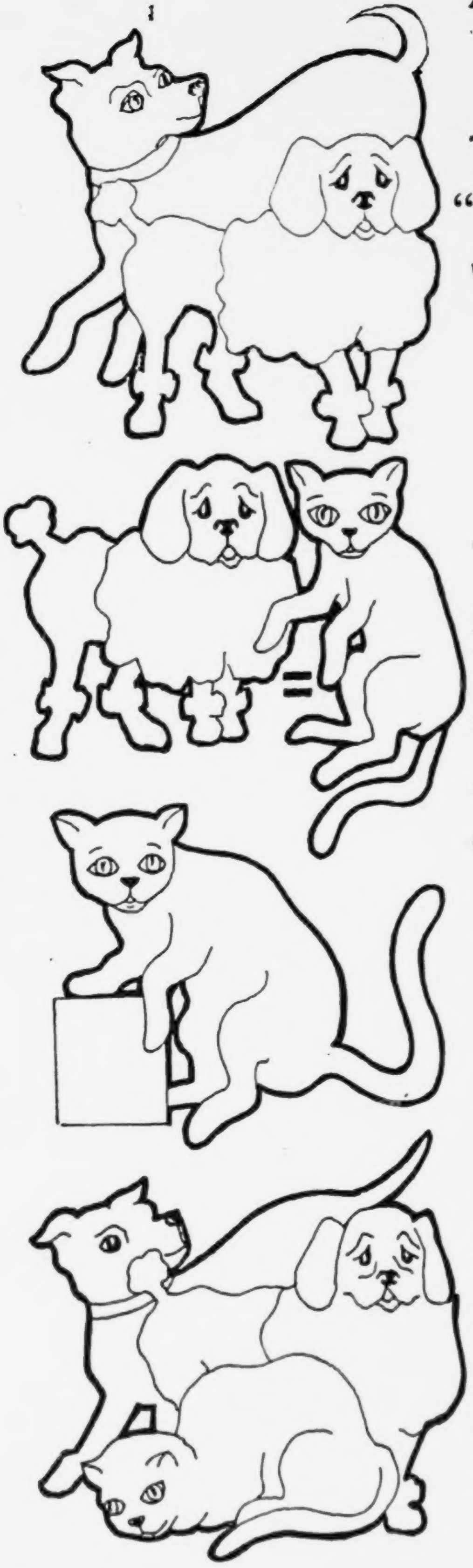
The child sees a football for the first time.



The football matches the "ball" concept, so the child adds it to the concept of ball.

Source: ________. *Principles and Theories of Child Development: Instructor's Guide.* Lubbock, TX: Home Economics Instructional Materials Center, 1985, p. 116. (Not copy protected.)

Accommodation



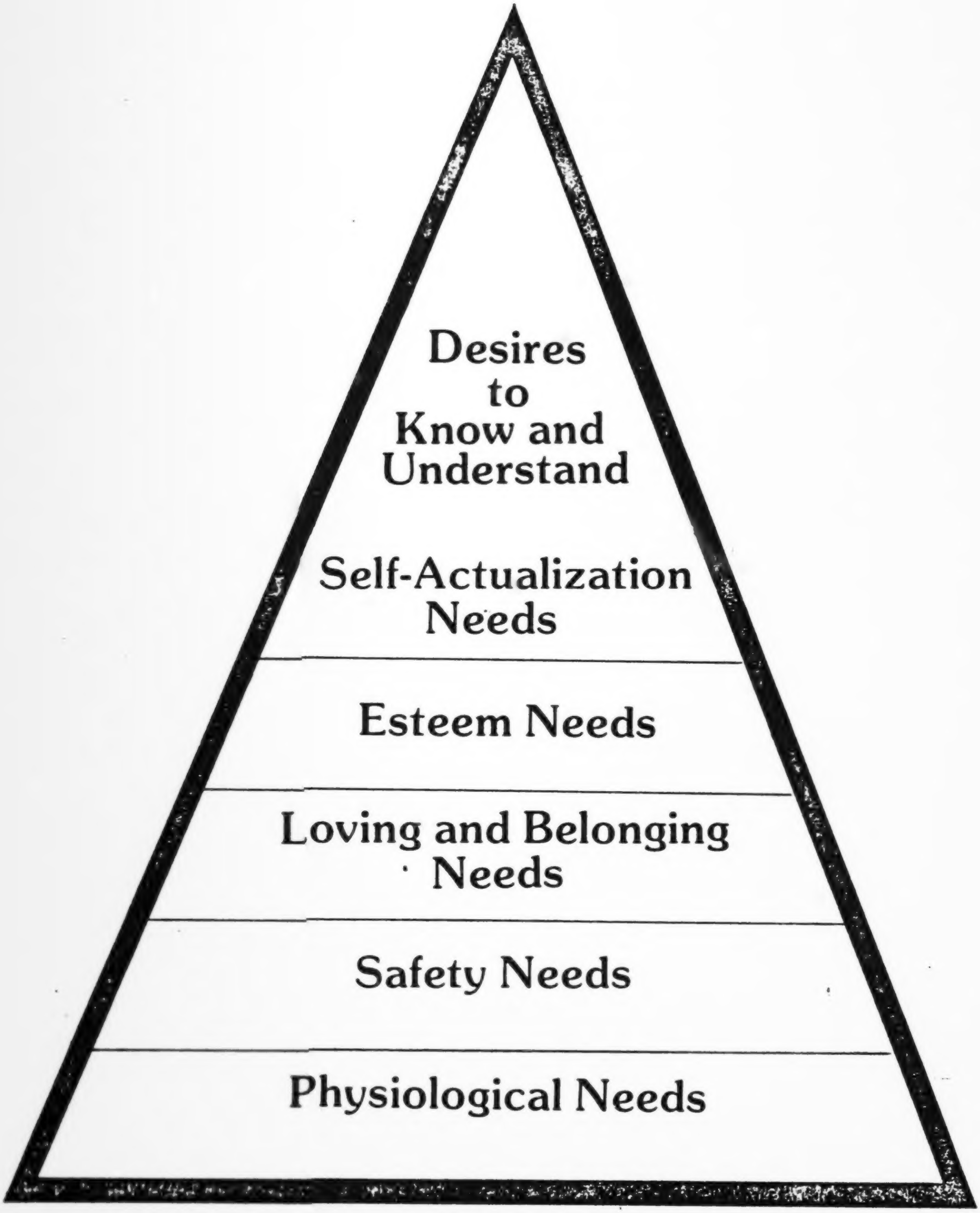
The child has a concept for "dog" that includes all animals with four legs.

The child sees a cat for the first time and calls it a "dog." When the child realizes the cat doesn't fit "dog," the child may create a new category for "cat."

A better choice for the child would be to create a super-concept, or a broader category, which would include both the cat and the dog—such as "animal."

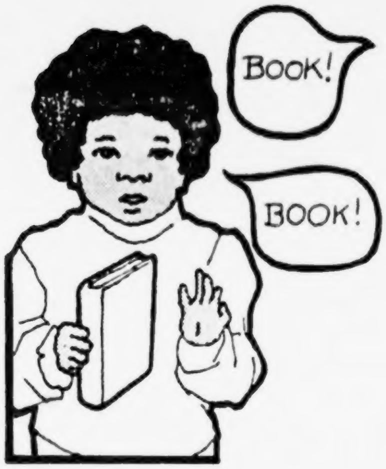
Source: _______________. *Caregivers of Infants and Toddlers: Instructor's Guide.* Lubbock, TX: Home Economics Instructional Materials Center, 1982, p. 71. (Not copy protected.)

Maslow's Hierarchy of Needs


Desires
to
Know and
Understand
Self-Actualization
Needs
Esteem Needs
Loving and Belonging
Needs
Safety Needs
Physiological Needs

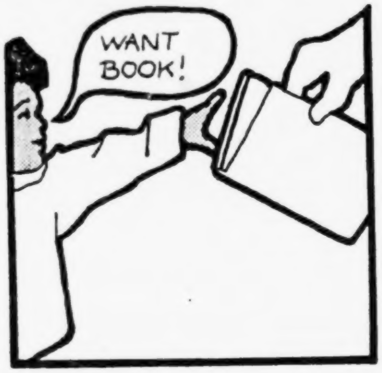
Source: ____________ *Caregivers of Infants and Toddlers: Instructor's Guide.* Lubbock, TX: Home Economics Instructional Materials Center, 1982, p. 26. (Not copy protected.)

Theories of Language Development



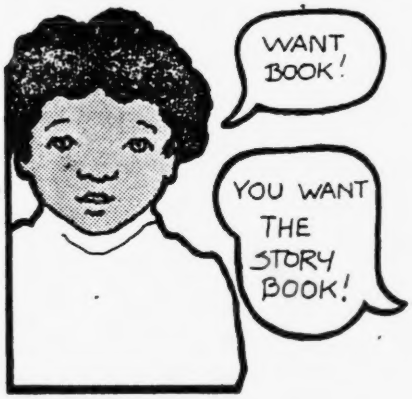
Imitation

Child imitates the language that is heard.



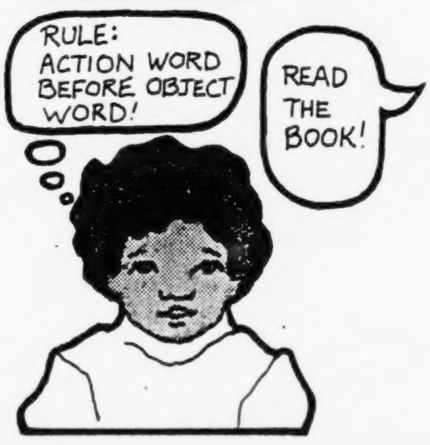
Reinforcement

Child is rewarded for correct language usage.


WANT BOOK!
YOU WANT THE STORY BOOK!

Infant-Adult Interactions

Adult modifies his or her speech by simplifying and expanding.


RULE: ACTION WORD BEFORE OBJECT WORD!
READ THE BOOK!

Innate Mental Structure

Child has inborn "Language Acquisition Device" which analyzes the language heard.

Hears words ➜ L.A.D. ➜ Rules

Source: ______________. *Caregivers of Infants and Toddlers: Instructor's Guide.* Lubbock, TX: Home Economics Instructional Materials Center, 1982, p. 75. (Not copy protected.)

Discovery Learning

Discovery Learning...

- Is based on the assumption that children are naturally curious and motivated to experiment and make generalizations.

- Focuses on inductive reasoning or forming generalizations or principles from a number of related activities.

- Provides many problem-solving learning activities which introduce children to novel experiences, curious objects, experiments, demonstrations, etc.

- Provides materials with a few simple instructions. Avoids giving too much guidance. Lets the children explore and experiment themselves.

- Encourages hypothesis testing or predicting by asking "what if" questions.

- Creates an environment in which children feel free to learn from their errors. Promotes the trial and error method.

Source: ________. *Principles and Theories of Child Development: Instructor's Guide.* Lubbock, TX: Home Economics Instructional Materials Center, 1985, p. 130 (Not copy protected.)

Child Development 301

Growth and Development I

McLennan Community College

Waco, Texas

CD 301: Growth and Development I

McLennan Community College **Syllabus**

CATALOG DESCRIPTION: CD 301 Growth and Development I. Includes the study of emotional, social, physical and intellectual development of the child from conception through two years. Considers genetic and prenatal influences on the child. Includes observation of developmental sequences and individual differences from birth to age three. Prerequisite: CD 300 or concurrent enrollment. Three lecture/laboratory hours per week. Three credit hours.

INSTRUCTOR: Mrs. Cyndie Davis

OFFICE: Administration-Classroom Building, Room 308

PHONE: 756-6551 x288

MESSAGES: Leave messages in mailbox in 312 Admin.-Classroom Bldg. or by phone at x207 with Nona Blevins, Human Services Secretary. You will be most successful in reaching me if you will leave a message (with your phone number) so that I can get back to you.

REQUIRED TEXTBOOKS:

Berger, Kathleen. The Developing Person Through Childhood and Adolescence, 2nd ed. New York: Worth Publishers, Inc., 1986.

Compilation of materials selected by MCC's Department of Child Development and prepared by Central Duplicating. (Available in the Bookstore after enrollment counts have been finalized.)

OTHER REQUIRED READINGS: Readings beyond the required texts will be assigned throughout the semester and will include instructor handouts, library sources/references, magazines and newspapers to be located by the student.

GENERAL COURSE OBJECTIVES:

Each student will ...

- Explain and illustrate basic genetic components and processes.
- Identify current methods of diagnosing birth defects prenatally.
- Describe the process of conception.
- Describe the abilities and activities of the fetus.
- Identify factors in the uterine environment which may cause fetal development to be altered.
- Explain the importance of the three trimesters of fetal development.
- Identify parental characteristics which affect prenatal development
- Describe the developmental outcomes of differences in the prenatal environment.
- Describe the possible developmental outcomes of differences during labor and delivery
- Identify the stages of labor and the various methods of delivery.
- Describe hospital procedures for treating the neonate immediately after birth.
- Describe the appearance of the typical newborn.
- Explain how the body systems of the neonate make the transition from the uterine environment.
- Identify the reflexes present at birth.
- Identify the sensory abilities of the newborn.
- Differentiate among the states of the neonate.
- Describe the bonding process between parents and infant.
- Explain the principles of development and give examples of how understanding of the principles of development may influence the caregiver's expectations of infants and toddlers.
- Discuss developmental issues having implications for the prenatal and infant/toddlers stages.
- Describe the growth patterns of infants and toddlers.
- Describe development of the nervous system during infancy and toddlerhood.
- Trace infant and toddler motor skill development.
- Examine factors affecting physical development in infancy and toddlerhood.
- Trace the development of perception in infancy.
- Describe the cognitive development of infants and toddlers.
- Identify conceptions people may have about the understanding and intentions of infants
- Outline and ilustrate language development in infants and toddlers.
- Describe emotional development in infants and toddlers.
- Describe social development in infants and toddlers.
- Examine the interaction among physical, emotional, social, and intellectual development during infancy and toddlerhood.
- Analyze the relationships among play, autonomy, and cognitive development.
- Recognize and justify the developmental rationale for age-appropriate use of positive guidance techniques with infants and toddlers.
- Discuss physically handicapping conditions in infants and toddlers.
- Discuss various explanation for how most children are able to learn language so easily.
- Outline the sequence of infants' and toddlers' language development.
- Discuss the creative interests and capabilities of infants and toddlers.
- Discuss attachment relationships of infants and toddlers.
- Explain the development of self-concept.
- Discuss the child's development of independence.
- Describe special social and emotional factors which affect the handicapped infant or toddler.
- Discuss the nutritional needs during pregnancy, infancy and toddlerhood.
- Demonstrate principles of effective reporting of child behavior observations.
- Apply course concepts in selecting developmentally appropriate activities designed to promote and enhance development in infancy and toddlerhood.
- Discuss and illustrate the major implications which each of the following theoretical perspectives has for prenatal development and the infant/toddler age range:
  - Gesell's normative/maturational theory.
  - Classical conditioning and operant conditioning.
  - Freud's theory of psychosexual development.
  - Piaget's theory of cognitive development.
  - Theories of ethology.
  - Social learning theory.
  - Erikson's theory of psychosocial dev.

METHOD OF EVALUATION:

40% (400 pts.) **EXAMS**
Written examinations over everything in the assigned readings, plus everything covered in class. There will be four exams: three regular exams plus the final. The final will cover the last few weeks, plus some comprehensive questions over the main points of the entire semester.

25% (250 pts.) **WRITTEN WEEKLY ASSIGNMENTS**
Fifteen brief written reports based on your observation of class concepts seen in the MCC Child Development Centers and in other community settings.

5% (50 pts.) **PARTICIPATION IN OBSERVATION EXPERIENCES IN CHILD DEVELOPMENT CENTER.**
Based on documentation of attendance at arranged observation times and attitude/cooperation with center staff, etc.

20% (200 pts.) **LIBRARY**
Activity cards reflecting developmentally appropriate activities to promote development for infants and toddlers.

10% (100 pts.) **DAILY ATTENDANCE AND CLASS PARTICIPATION**
Based on the following:

- Class attendance
- Participation in class activities
- Brief written responses during class time.
- Evidence that assigned readings have been completed before class time.

TOTAL = 100% (1000 points) with grades assigned as follows:

A = **90-100%** (900-1000 points)
B = **80-89%** (800-899 points)
C = **70-79%** (700-799 points)
D = **60-69%** (600-699 points)
F = **less than 60%** (0-599 points)

NO EXTRA CREDIT AVAILABLE.

INSTRUCTOR POLICIES:

ATTENDANCE: I believe that regular attendance is important, both because of its relationship to academic success and because it is the first step in establishing the habit and reputation of dependability in the world of work.

The MCC General Catalog includes several very important attendance policies with which you should become familiar. In calculating your points for attendance (see Method of Evaluation) I count *every* absence, *regardless of excuse*. In the end, every absence does have consequences. Furthermore, nearly every student in the span of a semester will have some illness or emergency which interferes in some way with their ideal performance.

Because a relatively small number of points are determined solely by your attendance, the power of the attendance grade lies largely in separating the students who make class attendance a priority from those who come to class only when it's convenient for them.

MINIMUM ATTENDANCE REQUIREMENTS: You must attend at least 80% of the class meetings to complete the course. A passing grade cannot be assigned to a student whose absences exceed 20% of the class meetings regardless of the quality of work the student submits.

MINIMUM REQUIREMENTS FOR OBSERVATION: Each student must submit documentation of 8 1/2 hours of lab observation to complete the course. Lab observation must be distributed throughout the semester, so that the student is fulfilling observation requirements and assignments throughout the semester. During the fall semester, each student must document the equivalent of one hour for every other week. The equivalent of this time will be released from the class meeting time to allow the student to schedule observations at various times convenient to the student and acceptable to the operational needs of the Child Care Centers. Scheduling and makeup of observation time in the campus lab must be arranged with the approval of the center director, Mrs. Caudle.

A passing grade cannot be assigned to a student whose observation hours do not total 8 1/2 hours, regardless of classroom attendance or the quality of written work submitted. With approval and verification from their employers, students who are employed in the child care field, may document some of their observation hours at their own employment sites as deemed appropriate by the instructor. However, at least three hours of observation relating to instructor-designated assignments must be completed in MCC's Child Care Centers.

MORE ON ATTENDANCE: When you are absent from class, you are responsible for finding out what was missed and for making the effort to complete assigned work on time. Most students find that other students are willing to provide class notes, as long as you don't take advantage of anyone. The instructor will provide missed handouts within the week after the missed class, but cannot be expected to carry every handout to every class.

Ideally, you should not come to the next class meeting without first checking with another student to determine whether any changes in class routine has been announced concerning the upcoming class. (Class schedules do change. Classes are sometimes held in another room. Test dates do get moved up with the approval of class members.) So don't come to class uninformed. You are responsible for all information from the missed class. ***"I didn't know because I was absent"*** is not an acceptable excuse.

KEEPING THE INSTRUCTOR INFORMED: If you must miss class, you should keep the instructor up-to-date on your status. MCC's policy allows the instructor to withdraw a student who stops coming to class, but sometimes it's hard to know whether a student is ill or has no intention of returning. Leaving a message with the Dept. secretary takes only a minute.

MAKE-UP EXAMS: To be consistent with published MCC policies, I will allow make-up exams only for the following reasons: (1) authorized participation in official College functions, (2) personal illness (I require a doctor's note), (3) death in the immediate family.

Any of the above reasons must be documented to my satisfaction, and a written request for the makeup exam must be made by the student within three days after the scheduled exam. The makeup exam must be completed within seven days after the regular test, unless I agree in advance to other arrangements.

LATE PAPERS: Late papers will be accepted, but not at full credit. The point value of the paper will be reduced 10% immediately after the class period in which it was due. It will be reduced another 10% (20% total) after another week. No paper will be accepted more than two weeks after its due date.

TEST POLICY: Because the study of Child Development is far from being an "exact science," your responses to specific examination questions must be considered only on the basis of the conclusions drawn in lecture and in the assigned readings.

You are free to challenge or disagree with any conclusion, but the apropriate time for that is during the class discussion, rather than on an examination. At that time, you should be current on your reading assignments and be able to demonstrate understanding of the concept with which you disagree. That way, your disagreement can represent informed dissent, rather than uninformed argument.

ACADEMIC HONESTY: It is sometimes appropriate for students to work together on take-home written assignments, because as they talk and discuss their separate knowledge and understanding, each learns from the other. However, the work turned in must clearly represent the individual thinking and effort of each separate student. If two papers look too much alike to me, I will allow credit to only one student; the two student must decide who gets the credit.

Methods of Instruction

A variety of instructional methods will be used to accomplish the course objectives. (See page 2). These will include but not necessarily be limited to:

- student reading, reviewing, and studying of the text, handouts, and other assigned readings
- classroom lecture by the instructor
- classroom discussion led by the instructor and involving all class members
- small group discussions involving class members and supervised by the instructor
- lab observations conducted in the MCC Child Development Centers and/or appropriate community sites approved by the instructor
- written assignments by the student as assigned by the instructor (See Method of Evaluation, p. 3)
- instructor feedback on the student's performance on exams and other assignments
- small group activities and projects as assigned and supervised by the instructor
- audio-visual materials such as filmstrips, videos, films, audiotapes, and overhead transparencies.

You are to do a total of six activity cards this semester; two cards for each of the following areas: Physical Development, Cognitive Development, and Social-Emotional Development. Each card will be a developmentally appropriate activity that enhances that certain area of development. For example, under physical development you could do an activity that enhances a child's fine or gross motor development. You will need to do one card in each area for infants (0-12 mos.) and one card for toddlers (13-24 mos.) The due dates for each set of cards are as follows:

Physical Development Activity Cards ....Oct. 29
Cognitive Development Activity Cards.........Nov. 10
Social/Emotional Development Activity Cards........Nov. 24
(These activity cards will not be accepted late!)

Format for activity cards: 5 x 7 cards

C. Davis
CD 301
Physical Development

1. Name of Activity: Following an object
2. Source: Jones, Paul. (1976). Activities for Infants. New York: Viking, 161.
3. Age level: 1-2 mo.
4. Objective for activity: To enhance the development of visual tracking
5. Materials: Brightly colored object such as rattle or teether

---

6. Procedure (How you would present the activity to child): Find a brightly colored object that seems appealing to child. Lay child on a quilt on the floor on her back. Bring object to child's mid-point. Slowly move object to the left of child's body. See if child visually follows object. Bring object back to starting point, and this time go the child's right side with object. Note if child visually follows object. Repeat the entire activity.

CD 301

CD ______ Lab hours diary for ____________________

Date	Time in	Time out	Number of hours/min.

Below is an example of the evaluation form which will be submitted by the student with the lab report. It will completed by the instructor and returned to the student. Interpretation of the percentage grade values is also indicated on this page.

Evaluation criteria for Lab Experience Reports

______ Report was turned in on time.

______ Directions were followed.
______ Handwriting is legible.
______ Report was proofread and appropriately corrected.
______ Report is appropriately labeled.
______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ Report of fact shows objectivity.
______ Adequately detailed, concrete examples are used.
______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ Report shows thoughtfulness and insight on the part of student.

______ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______ Additional details of fact are not added during the interpretation section.
______ Report shows thoughtfulness and insight on the part of student.

______ Report suggests good effort.

Check marks indicate problem areas for which points were deducted.

95% and above. Exceptionally nice job. Report makes it abundantly clear that the student understands the concept. Student has, in some way, done the job in an outstanding (rather than simply acceptable) way.

90% Perfectly adequate. It appears that student does understand the concept and has appropriately completed and submitted the report. Nothing to complain about.

80-89% Report is reasonably close to adequately meeting all requirements, but is lacking in some of the ways indicated above.

7C 79% Report is substantially lacking is areas indicated above.

60-69% Report suggests that student may some understanding of the concept or has paid some attention to the details/requirements of the assignment, but is seriously lacking in areas indicted above.

0-59% Student has submitted something which bears little relationship to the original assignment and which clearly suggests disinterest and lack of effort in completing the assignment.

Grade ________

LAB REPORT # 1

Name ____________________________ Date of observation ________________

Lab site ___________________________ Time of observation ________________

CD 301 Lab Experience #1 Staff, FS87

Watch for a brief "incident" involving one or more children between 12 months and 36 months of age. An "incident" is defined for our purposes as an episode having a beginning and an end. Write a report of the incident.

REPORT OF FACT: Describe what you saw, including anything related that happened just before or right after the incident. Be objective; don't spectulate. Include a description of what the child/children did and said and a description of the response from the caregiver or other children.

INTERPRETATION: No interpretation is required for lab #1. Label the space for it, but leave it blank.

Complete the report on you own paper and **staple** to this form. Clearly label your report of fact and then make a heading for Interpretation, leaving at least two lines of space after the Report of Fact. For now, leave the Interpretation portion blank. Bring this report to class on the date assigned prepared to share your efforts with classmates. After you have completed Lab #2, resubmit your original version of this assignment.

Strength	Weakness	..........**Evaluation criteria for Lab Experience Reports**
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used.
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Grade ______

LAB REPORT # 2

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 301 Lab experience #2 Staff, FS87

After several "Reports of Fact" are evaluated in class, you should be able to correct your first version, as submitted in Lab #1 and then add an interpretation. (Be sure to keep your original version to resubmit for credit on #1.)

REPORT OF FACT: Submit your revised version of Lab #1: Describe what you saw, including anything related that happened just before or right after the incident. Be objective; don't speculate. Include a description of what the child/children did and said, and a description of the response from the caregiver or other children.

INTERPRETATION: Interpret what you described above. You can speculate on what happened or why it happened. Try to be thoughtful, but you are not bound to being so objective here. Try to refer to class concepts, although we have only begun our study of older children.

Complete the report on you own paper and **staple** to this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength	Weakness	
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used.
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Grade ______

LAB REPORT # 3

Name ____________________ Date of observation ______________

Lab site ____________________ Time of observation ______________

CD 301 Lab experience #3 FS87

Observe one infant (0-11 mos.) and one toddler (12-24 mos.) Describe their physical appearance: Head - approx. size, shape , color of hair, eyes, and complexion; also include size and shape of facial features. Describe child's build (small, thin, filled out, chubby, etc...)

Evaluation criteria for Lab Experience Reports

______ Report was turned in on time.

______ Directions were followed.
______ Handwriting is legible.
______ Report was proofread and appropriately corrected.
______ Report is appropriately labeled.
______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ Report of fact shows objectivity.
______ Adequately detailed, concrete examples are used.
______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ Report shows thoughtfulness and insight on the part of student.

______ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______ Additional details of fact are not added during the interpretation section.
______ Report shows thoughtfulness and insight on the part of student.

______ Report suggests good effort.

Check marks indicate problem areas for which points were deducted.

Grade ________

LAB REPORT #4

Name ______________________________ Date of observation ________________

Lab site ____________________________ Time of observation ________________

Lab experience #4 FS87

Observe the gross motor development on one infant (0-11 mos.) and one toddler (12-24 mos.) Use the Age Norms for Motor Skills list on page 167 of your textbook.

Example: Male Infant age 6 mos.		Comments
1. Lifts head 90° when lying on stomach	yes	Well past this
2. Rolls over	yes	Only does occassionally
3. Sits propped up etc....		Working on this

Evaluation criteria for Lab Experience Reports

______ Report was turned in on time.

______ Directions were followed.
______ Handwriting is legible.
______ Report was proofread and appropriately corrected.
______ Report is appropriately labeled.
______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ Report of fact shows objectivity.
______ Adequately detailed, concrete examples are used.
______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ Report shows thoughtfulness and insight on the part of student.

______ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______ Additional details of fact are not added during the interpretation section.
______ Report shows thoughtfulness and insight on the part of student.

______ Report suggests good effort.

Check marks indicate problem areas for which points were deducted.

Grade ______ **LAB REPORT # 5**

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 301 Lab experience # 5 FS87

Observe the fine motor development of an infant (0-11/12 mos.) At the top of each observation, write the childs age and sex, then A) list each child's behaviors and B) Comment on each child's behaviors.

Due Oct. 3
Complete on separate paper and staple to this form.

Evaluation criteria for Lab Experience Reports

______ Report was turned in on time.

______ Directions were followed.
______ Handwriting is legible.
______ Report was proofread and appropriately corrected.
______ Report is appropriately labeled.
______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ Report of fact shows objectivity.
______ Adequately detailed, concrete examples are used.
______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ Report shows thoughtfulness and insight on the part of student.

______ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______ Additional details of fact are not added during the interpretation section.
______ Report shows thoughtfulness and insight on the part of student.

______ Report suggests good effort.

Check marks indicate problem areas for which points were deducted.

Grade ______

LAB REPORT #6

ame ____________________ Date of observation ______________

Lab site ____________________ Time of observation ______________

CD 301 Lab experience #6 FS87

Observe and describe a meal or snack time for an infant or toddler.

A) Describe infant's of toddlers behavior(non verbal and verbal behavior)

B) Describe the caregivers behavior and interaction with the child.

Due Oct. 8

Complete on separate paper and staple to this form.

Evaluation criteria for Lab Experience Reports

____ Report was turned in on time.

____ Directions were followed.
____ Handwriting is legible.
____ Report was proofread and appropriately corrected.
____ Report is appropriately labeled.
____ The student's selection of examples suggests understanding of the concept to be illustrated.

____ Report of fact shows objectivity.
____ Adequately detailed, concrete examples are used.
____ Interpretation and opinion are withheld until the interpretation portion of the report.
____ Report shows thoughtfulness and insight on the part of student.

____ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
____ Additional details of fact are not added during the interpretation section.
____ Report shows thoughtfulness and insight on the part of student.

____ Report suggests good effort.

Check marks indicate problem areas for which points were deducted.

Grade ________

LAB REPORT # 7

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

Lab experience # 7

FS87

CD 301

Due: Oct. 22

Object permanence. Choose one infant close to 8 mo. of age and do the following:
8 mo. old - Find an object that child seems interested in. Hold object so child can see it. Place object on floor and put cloth over it. If child does not go towards hidden object, repeat the above, but have the object only partially hidden. Describe how child responds.

Now choose an older infant from 10-18 mo. of age and do the following:
10-18 mo. old - Repeat the above. Describe how child responds. Now using 3 cloths, move object first under one cloth, then another. Stop and see how child responds. If child is unable to find object, repeat the above, but leave object only partially hidden. Describe what happens. If child is successful, try hiding it three times (once under each cloth). If child succeeds repeat the process but without child seeing you. Describe how child responds.

Complete the above on separate paper and staple to this form. Include the following on each observation:

Childs name ______________________ Age/Date of birth ______________________

Evaluation criteria for Lab Experience Reports

______ Report was turned in on time.

______ Directions were followed.
______ Handwriting is legible.
______ Report was proofread and appropriately corrected.
______ Report is appropriately labeled.
______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ Report of fact shows objectivity.
______ Adequately detailed, concrete examples are used.
______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ Report shows thoughtfulness and insight on the part of student.

______ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______ Additional details of fact are not added during the interpretation section.
______ Report shows thoughtfulness and insight on the part of student.

______ Report suggests good effort.

Check marks indicate problem areas for which points were deducted.

Grade ______

LAB REPORT #8

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

Lab experience # 8

FS87

CD 301

Due: Oct. 22

Observe two children around 24 months of age. Complete the checklist on page 45 of your Student Lab Manual/Compilation of Materials for CD 301 and/or CD 401 for each child. Then answer the following questions:

> What differences and similarities did you observe about the language behaviors of the two children who were approximately the same age?

Staple the checklist and your response to this form.

Evaluation criteria for Lab Experience Reports

______ Report was turned in on time.

______ Directions were followed.
______ Handwriting is legible.
______ Report was proofread and appropriately corrected.
______ Report is appropriately labeled.
______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ Report of fact shows objectivity.
______ Adequately detailed, concrete examples are used.
______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ Report shows thoughtfulness and insight on the part of student.

______ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______ Additional details of fact are not added during the interpretation section.
______ Report shows thoughtfulness and insight on the part of student.

______ Report suggests good effort.

Check marks indicate problem areas for which points were deducted.

Student's Name: ______________________ Date: ____________
Course: ____________

DEVELOPMENTAL CHECK LIST: LANGUAGE DEVELOPMENT

First Name of Child: ______________________ Age in Months: ____________

From 18 months to 36 months	Observed	Not Observed	Notes
Babbles some, but copies adult tones			
Tugs at adult to show something			
Gestures and uses words to express wants			
Attempts to carry out simple commands			
Can point to at least 2 or 3 body parts			
Enjoys listening to short, familiar stories			
Can name pictures of 3 to 6 familiar objects			
Can correctly use from 3 to 50 words			
Uses two-word sentences			
Uses "my" or "mine" to show possession			
Talks to self			
Uses own name in referring to self			
Repeats what others say			
Follows instructions using position words like: in, out, over, under, etc.			
Frustrated if not understood			
Uses position words correctly			
Uses short sentences of more than 2 words			
Uses pronouns correctly ("I like you," not, "Me like you.")			

(This list shows an approximate sequence of language development.)

First Name of Child: ______________________ Age in Months: ____________

From 18 months to 36 months	Observed	Not Observed	Notes
Babbles some, but copies adult tones			
Tugs at adult to show something			
Gestures and uses words to express wants			
Attempts to carry out simple commands			
Can point to at least 2 or 3 body parts			
Enjoys listening to short, familiar stories			
Can name pictures of 3 to 6 familiar objects			
Can correctly use from 3 to 50 words			
Uses two-word sentences			
Uses "my" or "mine" to show possession			
Talks to self			
Uses own name in referring to self			
Repeats what others say			
Follows instructions using position words like: in, out, over, under, etc			
Frustrated if not understood			
Uses position words correctly			
Uses short sentences of more than 2 words			
Uses pronouns correctly ("I like you, not, "Me like you.")			

(This list shows an approximate sequence of language development.)

Source: _______. Caregivers of Infants and Toddlers: Student Laboratory Manual. Lubbock, TX: Home Economics Instructional Materials Center, 1982, p.45.

Grade ______

LAB REPORT #9

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

Lab experience #9

FS87

Infant's Emotional Development

Observe an infant aged 0-11 months for 15 minutes and describe:
1) Child's facial expressions
2) Interpretations of child's emotions - what emotions did you see?
3) Your opinion, how you felt

Complete on another page and staple to this form. Due Nov. 16.

Evaluation criteria for Lab Experience Reports

______ Report was turned in on time.

______ Directions were followed.
______ Handwriting is legible.
______ Report was proofread and appropriately corrected.
______ Report is appropriately labeled.
______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ Report of fact shows objectivity.
______ Adequately detailed, concrete examples are used.
______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ Report shows thoughtfulness and insight on the part of student.

______ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______ Additional details of fact are not added during the interpretation section.
______ Report shows thoughtfulness and insight on the part of student.

______ Report suggests good effort.

Check marks indicate problem areas for which points were deducted.

Grade ________

LAB REPORT #10

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

Lab experience #10

FS87

Toddlers Emotional Development

Observe a toddler (12-24 mos.) for 15 minutes and describe:

1) Child's facial expression

2) Interpretations of child's emotions

3) Your opinion

Complete on separate page and staple to this form. Due Nov. 16

Evaluation criteria for Lab Experience Reports

______ Report was turned in on time.

______ Directions were followed.
______ Handwriting is legible.
______ Report was proofread and appropriately corrected.
______ Report is appropriately labeled.
______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ Report of fact shows objectivity.
______ Adequately detailed, concrete examples are used.
______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ Report shows thoughtfulness and insight on the part of student.

______ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______ Additional details of fact are not added during the interpretation section.
______ Report shows thoughtfulness and insight on the part of student.

______ Report suggests good effort.

Check marks indicate problem areas for which points were deducted.

Grade ______ **LAB REPORT #11**

Name ____________________ Date of observation ______________

Lab site ____________________ Time of observation ______________

Lab experience #11 FS87

Infants Personality Development

Observe an infant (0-11 mos.) and Caregiver interacting and describe:

1) What you saw

2) Interpret according to Erikson's Theory/Chess & Thomas

3) Your opinion

Complete on separate page and staple to this form. Due Nov. 16.

Evaluation criteria for Lab Experience Reports

______ Report was turned in on time.

______ Directions were followed.
______ Handwriting is legible.
______ Report was proofread and appropriately corrected.
______ Report is appropriately labeled.
______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ Report of fact shows objectivity.
______ Adequately detailed, concrete examples are used.
______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ Report shows thoughtfulness and insight on the part of student.

______ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______ Additional details of fact are not added during the interpretation section.
______ Report shows thoughtfulness and insight on the part of student.

______ Report suggests good effort.

Check marks indicate problem areas for which points were deducted.

Grade ______ **LAB REPORT # 12**

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

Lab experience # 12 FS87

Toddler's Personality Development

Observe a toddler (12-24 mos.) and Caregiver interacting and describe:

1) What you saw

2) Interpret according to Erkison and Mahlers Theory

3) Your opinion

Complete on separate paper and staple to this form. Due Nov. 16

Evaluation criteria for Lab Experience Reports

______ Report was turned in on time.

______ Directions were followed.
______ Handwriting is legible.
______ Report was proofread and appropriately corrected.
______ Report is appropriately labeled.
______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ Report of fact shows objectivity.
______ Adequately detailed, concrete examples are used.
______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ Report shows thoughtfulness and insight on the part of student.

______ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______ Additional details of fact are not added during the interpretation section.
______ Report shows thoughtfulness and insight on the part of student.

______ Report suggests good effort.

Check marks indicate problem areas for which points were deducted.

Grade ______

LAB REPORT #13

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

Lab experience #13

FS87

Observe a set of identical or fratenal twins, or two siblings from the same family and describe:

1) Names and birthdates
2) Physical traits of each child
3) Social and personality traits of each child
4) In what ways they are alike; in what ways they are different
5) Whether "nature" or "nurture" has more influence on each child

Complete on separate paper and staple to this form.
Due: Dec. 3

Evaluation criteria for Lab Experience Reports

_____ Report was turned in on time.

_____ Directions were followed.
_____ Handwriting is legible.
_____ Report was proofread and appropriately corrected.
_____ Report is appropriately labeled.
_____ The student's selection of examples suggests understanding of the concept to be illustrated.

_____ Report of fact shows objectivity.
_____ Adequately detailed, concrete examples are used.
_____ Interpretation and opinion are withheld until the interpretation portion of the report.
_____ Report shows thoughtfulness and insight on the part of student.

_____ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
_____ Additional details of fact are not added during the interpretation section.
_____ Report shows thoughtfulness and insight on the part of student.

_____ Report suggests good effort.

Check marks indicate problem areas for which points were deducted.

Grade ________

LAB REPORT #14

Name ________________________ Date of observation ________________

Lab site ______________________ Time of observation ________________

Lab experience #14 FS87

Interview a pregnant woman, or a woman who has given birth within the past 2 months and ask the following questions:

1) Age of mother
2) Previous pregnancies/age of other siblings
3) Feelings about being pregnant
4) Expectant fathers feelings
5) Cautions or restrictions given by doctor
6) Expectant mothers diet, health habits, exercise program, etc.
7) Your comments concerning expectant mother's influence on her pregnancy

Complete on separate paper and staple to this form.
Due: Dec. 3

Evaluation criteria for Lab Experience Reports

______ Report was turned in on time.

______ Directions were followed.
______ Handwriting is legible.
______ Report was proofread and appropriately corrected.
______ Report is appropriately labeled.
______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ Report of fact shows objectivity.
______ Adequately detailed, concrete examples are used.
______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ Report shows thoughtfulness and insight on the part of student.

______ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______ Additional details of fact are not added during the interpretation section.
______ Report shows thoughtfulness and insight on the part of student.

______ Report suggests good effort.

Check marks indicate problem areas for which points were deducted.

Grade ______ **LAB REPORT** #15

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

Lab experience # 15 FS87

Observe a newborn, or an infant up to 3 weeks of age. This may be done at a nearby hospital or at the parents home. Describe the newborns:

1) Name, sex and age
2) Physical traits: coloring and shape of features
3) Physical movements: reflexes, etc...
4) Comments concerning newborn

Complete on separate paper and staple to this form.
Due: Dec. 3

Evaluation criteria for Lab Experience Reports

_____ Report was turned in on time.

_____ Directions were followed.
_____ Handwriting is legible.
_____ Report was proofread and appropriately corrected.
_____ Report is appropriately labeled.
_____ The student's selection of examples suggests understanding of the concept to be illustrated.

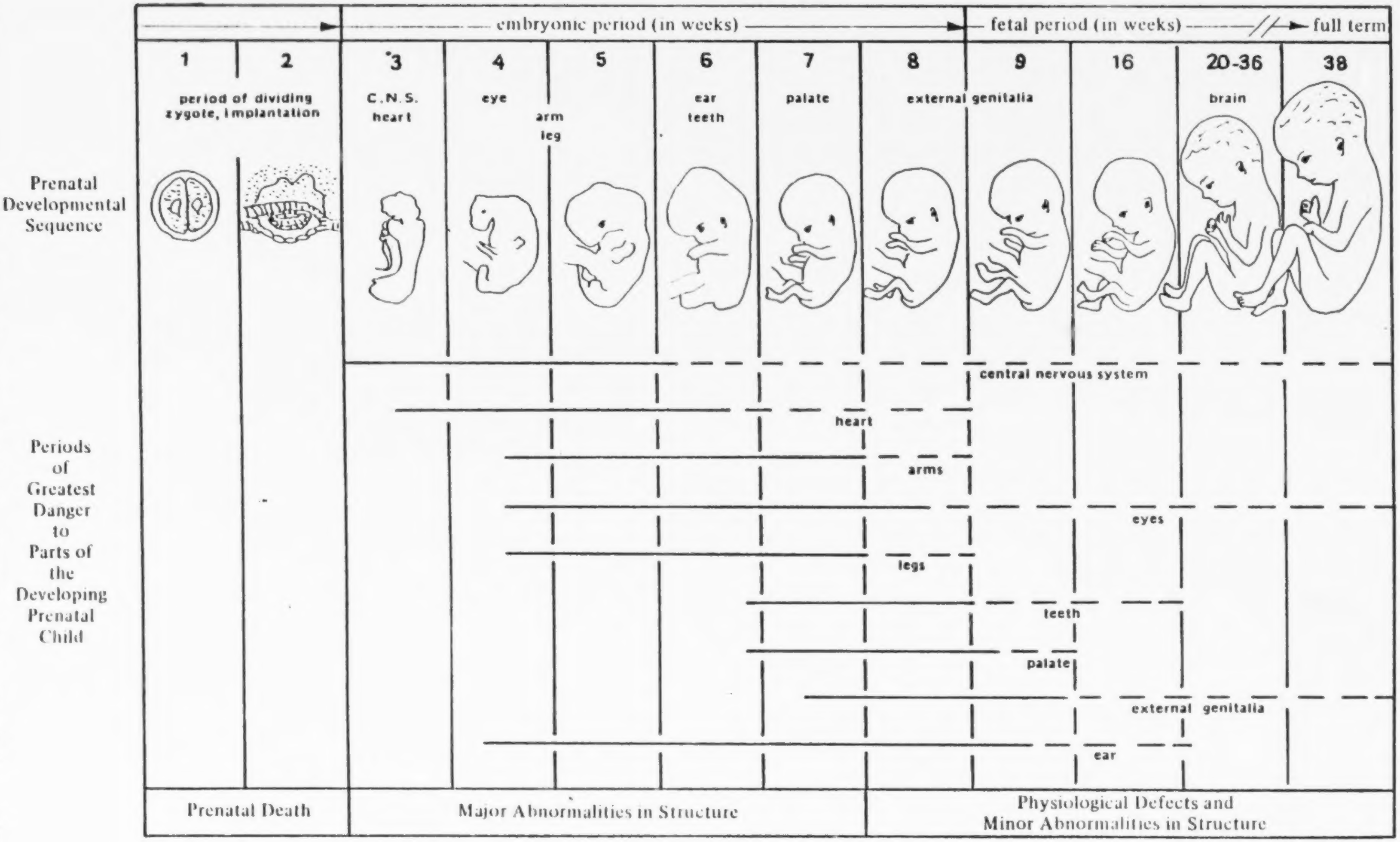
_____ Report of fact shows objectivity.
_____ Adequately detailed, concrete examples are used.
_____ Interpretation and opinion are withheld until the interpretation portion of the report.
_____ Report shows thoughtfulness and insight on the part of student.

_____ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
_____ Additional details of fact are not added during the interpretation section.
_____ Report shows thoughtfulness and insight on the part of student.

_____ Report suggests good effort.

Check marks indicate problem areas for which points were deducted.

Prenatal Developmental Sequence--Sensitive Periods


embryonic period (in weeks)
fetal period (in weeks)
full term
1
2
3
4
5
6
7
8
9
16
20-36
38
period of dividing zygote, implantation
C.N.S.
heart
eye
arm
leg
ear
teeth
palate
external genitalia
brain
Prenatal Developmental Sequence
Periods of Greatest Danger to Parts of the Developing Prenatal Child
central nervous system
heart
arms
eyes
legs
teeth
palate
external genitalia
ear
Prenatal Death
Major Abnormalities in Structure
Physiological Defects and Minor Abnormalities in Structure

Sensitive or critical periods in human development. During the first two weeks of development, a substance either damages all or most of the cells of the embryo, resulting in its death, or the substance damages only a few cells, allowing the embryo to recover without developing defects. Solid lines in the graph above denote critical periods in prenatal development; broken lines indicate stages that are less sensitive to damage.

Source: *Principles and Theories of Child Development: Instructor's Guide.* Lubbock, TX: Home Economics Instructional Materials Center, 1985, p. 136.

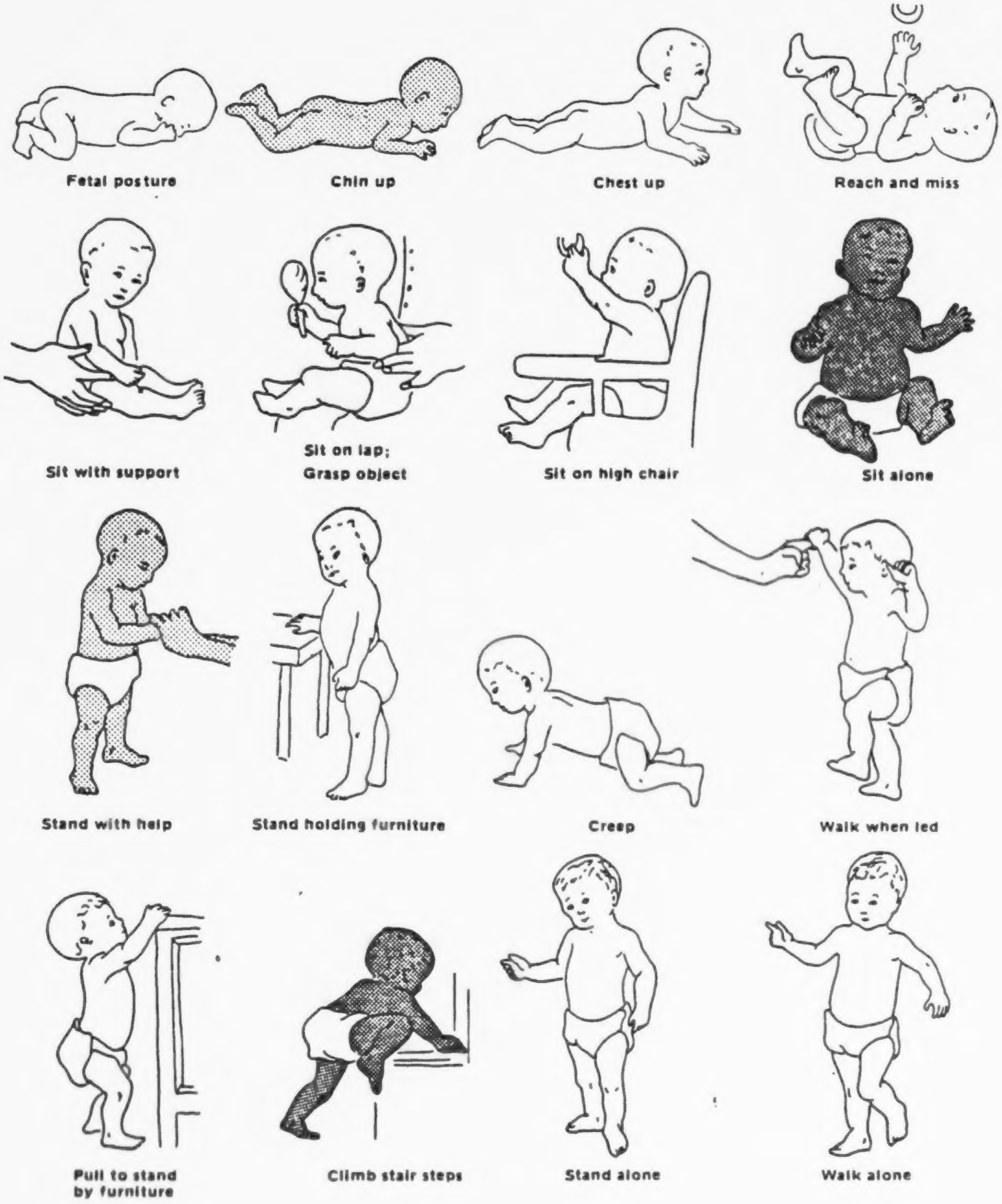
Reflexes

REFLEX	STIMULATION	RESPONSE*
Rooting	Cheek stroked with finger or nipple	Head turns; mouth opens
Sucking	Finger or object in infant's mouth	Sucks using tongue and mouth
Moro (Startle)	Sudden stimulus, such as loud noise or being dropped	Extends legs, arms, and fingers; arches back; draws back head
Tonic neck	Head turned to one side	Extends arms and legs on that side; flexes opposite limbs
Babinski	Sole of food stroked	Toes fan out; foot twists in
Grasping (Palmar)	Palm of hand touched	Makes tight grasp; will grasp tighter if object is pulled away
Stepping (Walking)	Held upright with feet touching flat surface	Appears to walk in a coordinated way

* These behaviors cease a few months after birth.

Source: ________. *Principles and Theories of Child Development: Instructor's Guide.* Lubbock, TX. Home Economics Instructional Materials Center, 1985, p. 151. (Not copy protected.)

Sequence of Motor Development



Fetal posture
Chin up
Chest up
Reach and miss
Sit with support
Sit on lap; Grasp object
Sit on high chair
Sit alone
Stand with help
Stand holding furniture
Creep
Walk when led
Pull to stand by furniture
Climb stair steps
Stand alone
Walk alone

Adapted from Mary M. Shirley, *The First Two Years*, Volume II (Intellectual Development), University of Minnesota Press, Minneapolis. Copyright 1933 by the University of Minnesota.

Source: ________. Principles and Theories of Child Development: Instructor's Guide. Lubbock, TX: Home Economics Instructional Materials Center, 1985, p. 152.

Student's Name: ____________________ Date: __________
Course: __________

DEVELOPMENTAL CHECK LIST: MOTOR DEVELOPMENT

DIRECTIONS

1. Observe the child.
2. Check whether the behavior is observed or not observed.
3. Add additional comments under notes.

First Name of Child: ____________________ Age in Months: __________

From Birth to About 6 Months	Observed	Not Observed	Notes
Lifts head when on stomach			
Holds head up when held			
Eyes follow a moving object			
Turns head in direction of a sound			
Lifts chin when on stomach			
Lifts chest when on stomach			
Looks at faces			
Reaches for objects			
Swipes and misses objects			
Sits with support for a short time			
Twists and turns body when on stomach			
Rolls over			
Grasps objects			
Sucks objects held in hands			

From 6 Months to About 12 Months	Observed	Not Observed	Notes
Manipulates objects with hands			
Exchanges objects between hands			
Sits alone			
Uses thumb and forefinger to pick up			
Moves body in some way from place to place			
Creeps on hands and knees			
Stands with support			
Drops objects deliberately			
Bangs two toys together			
Pulls self to stand			
Lowers self from standing to sitting			
Explores objects with forefinger			

From 12 Months to About 18 Months	Observed	Not Observed	Notes
Walks while holding onto something			
Stands alone			
Shows hand preference			
Drinks from cup, spills some			
Claps hands			
Takes a few steps alone			
Climbs on stairs and other things			
Uses one hand for one task and the other hand for another at the same time.			
Walks			
Seats self in small chair			
Turns several pages together in book			
Throws ball			

Source: ________. Caregivers of Infants and Toddlers: Student Laboratory Manual. Lubbock, TX: Home Economics Instructional Materials Center, 1982. p. 24.

Student's Name: ______________________ Date: __________

Course: __________

DEVELOPMENTAL CHECK LIST: MOTOR DEVELOPMENT

DIRECTIONS

1. Observe the child.
2. Check whether the behavior is observed or not observed.
3. Add additional comments under notes.

First Name of Child: ______________________ Age in Months: __________

From Birth to About 6 Months	Observed	Not Observed	Notes
Lifts head when on stomach			
Holds head up when held			
Eyes follow a moving object			
Turns head in direction of a sound			
Lifts chin when on stomach			
Lifts chest when on stomach			
Looks at faces			
Reaches for objects			
Swipes and misses objects			
Sits with support for a short time			
Twists and turns body when on stomach			
Rolls over			
Grasps objects			
Sucks objects held in hands			
From 6 Months to About 12 Months			
Manipulates objects with hands			
Exchanges objects between hands			
Sits alone			
Uses thumb and forefinger to pick up			
Moves body in some way from place to place			
Creeps on hands and knees			
Stands with support			
Drops objects deliberately			
Bangs two toys together			
Pulls self to stand			
Lowers self from standing to sitting			
Explores objects with forefinger			
From 12 Months to About 18 Months			
Walks while holding onto something			
Stands alone			
Shows hand preference			
Drinks from cup, spills some			
Claps hands			
Takes a few steps alone			
Climbs on stairs and other things			
Uses one hand for one task and the other hand for another at the same time.			
Walks			
Seats self in small chair			
Turns several pages together in book			
Throws ball			

Source: _______. Caregivers of Infants and Toddlers: Student Laboratory Manual. Lubbock, TX: Home Economics International Materials Center, 1982, p. 25.

Child Development 302

Growth and Development II

McLennan Community College

Waco, Texas

CD 302: Growth and Development II

CATALOG DESCRIPTION: CD 302 Growth and Development II. Includes the study of the physical, intellectual, social and emotional development of the child from ages three through five years. Emphasizes theories dealing with ages and stages of development. Prerequisite: CD 300 or concurrent enrollment. Three lecture/laboratory hours per week. Three credit hours.

INSTRUCTOR: Mrs. Janie Schlueter

OFFICE: Administration-Classroom Building, Room 309

PHONE: 756-6551 x291

MESSAGES: Leave messages in mailbox in 312 Admin.-Classroom Bldg. or by phone at x207 with Nona Baker, Human Services Secretary. You will be most successful in reaching me if you will leave a message (with your phone number) so that I can get back to you.

REQUIRED TEXTBOOKS:
Berger, Kathleen. *The Developing Person Through Childhood and Adolescence*, 2nd ed. New York: Worth Publishers, Inc., 1986.

Compilation of materials selected by MCC's Department of Child Development and prepared by Central Duplicating. (Available in the Bookstore after enrollment counts have been finalized.)

OTHER REQUIRED READINGS: Readings beyond the required texts will be assigned throughout the semester and will include instructor handouts, library sources/references, magazines and newspapers to be located by the student.

INSTRUCTOR OFFICE HOURS: To be announced after section assignments are final. Office hours are good times to contact the instructor. Write in here.

Mondays ______________________

Tuesdays ______________________

Wednesdays ______________________

Thursdays ______________________

Fridays ______________________

GENERAL COURSE OBJECTIVES:

Each student will ...

PHYSICAL DEVELOPMENT

- Identify three types of play involving physical activity.
- Describe normal physical growth during the preschool years and account for variations in growth.
- Outline the relationships between brain specialization, language development, and handedness
- Describe the visual development that occurs during the preschool years.
- Distinguish between gross and fine motor skills and describe the development of each during the preschool years.
- Briefly describe growth problems of early childhood and list their causes.
- Discuss physically handicapping conditions in the preschool child.
- Discuss trends in the activity levels of preschool children.

COGNITIVE DEVELOPMENT

- Define symbolic thought and specify how the cognitive potential of young children is expanded by symbolic thinking.
- Define and discuss the stage of preoperational thought.
- Discuss the relationship between cognitive development and language development in the preschool years.
- Outline the main accomplishments and limitations of language development during the preschool years with reference to vocabulary and grammar.
- Discuss various explanations for how preschool children acquire language.
- Outline the sequence preschool language development.
- Discuss the creative interests and capabilities of preschoolers.
- Discuss possible explanations for differences in the langage development of children in the preschool years.

PSYCHOSOCIAL DEVELOPMENT

- Describe the emergence of the sense of self during the preschool years.
- Discuss the relationship of certain types of play to psychosocial development.
- Describe dramatic play, and tell how it evolves during the preschool years.
- Discuss moral development in the preschool child and explain its implications for appropriate guidance techniques with preschoolers.
- Discuss ways in which the child's psychosocial development is influenced by the parent/child relationship.
- Discuss attachment behaviors in the preschool child.
- Discuss the child's development of independence.
- Identify possible psychological problems during the preschool years.
- Discuss how children learn sex-roles and sex-typed behaviors.

THEORIES/PRINCIPLES OF DEVELOPMENT

- Describe Piaget's theory of cognitive development and it's implications for developmentally appropriate practice with the preschool child.
- Define the major elements of classical conditioning and operant conditioning and discuss their use with preschool children.
- Describe and illustrate the major contributions of Freud's theory of psychsexual development to the understanding the preschool child.
- Describe and ilustrate the major contributions of Erikson's theory of psychosocial development to the understanding of the preschool child.
- Explain the principles of development and give examples of how understanding of the principles of development may influence the caregiver's expectations of the preschool child.
- Discuss developmental issues having implications for the preschool stage.
- Examine the interaction among physical, emotional, social, and intellectual development during the preschool years.

COURSE OBJECTIVES (continued)

- Recognize and justify the developmental rationale for age-appropriate use of positive guidance techniques with preschool children.
- Demonstrate principles of effective reporting of child behavior observations
- Discuss and illustrate the major implications which each of the following theoretical perspectives has for development of the preschool child:
  - ° Gesell's normative/maturational theory.
  - ° Classical conditioning and operant conditioning.
  - ° Freud's theory of psychosexual development.
  - ° Piaget's theory of cognitive development.
  - ° Theories of ethology.
  - ° Social learning theory
  - ° Erikson's theory of psychosocial dev

Methods of Instruction

A variety of instructional methods will be used to accomplish the course objectives. (See Course Objectives). These will include, but not necessarily be limited to:

- student reading, reviewing, and studying of the text, handouts, and other assigned readings.
- classroom lecture by the instructor
- student notetaking over instructor lecture followed by later review and study of those notes by the student
- classroom discussion led by the instructor and involving all class members
- small group discussions involving class members and supervised by the instructor.
- lab observations conducted in the MCC Child Development Centers and/or appropriate community sites approved by the instructor
- written assignments done by the student as assigned by the instructor (See Method of Evaluation)
- instructor feedback on the student's performance on exams and other assignments
- small group activities and projects as assigned and supervised by the instructor
- audio-visual materials such as filmstrips, videos, films, audiotapes, and overhead transparencies. These will be presented in class by the instructor and will require notetaking and subsequent study by the student.

METHOD OF EVALUATION:

40% (400 pts.)	**EXAMS** Written examinations over everything in the assigned readings plus everything covered in class. There will be four exams: three regular exams plus the final. The final will cover the last few weeks, plus some comprehensive questions over the main points of the entire semester.
25% (250 pts.)	**OBSERVATION ASSIGNMENTS** Twelve brief written reports based on your observation of class concepts seen in the MCC Child Development Centers and in other community settings.
5% (50 pts.)	**PARTICIPATION IN OBSERVATION EXPERIENCES** Based on documentation of attendance at arranged observation times and attitude/cooperation with center staff, etc.
10% (100 pts.)	**LIBRARY** Five reading cards as assigned on topics related to the development of the preschool child.
10% (100 pts.)	**GROUP PROJECT/CLASS PRESENTATION** Small group project/presentation illustrating current topic or concept related to the development of the preschool child.
10% (100 pts.)	**DAILY ATTENDANCE AND CLASS PARTICIPATION** Based on the following: - Class attendance - Participation in class activities - Brief written responses during class time. - Evidence that assigned readings have been completed before class time.

TOTAL = 100% (1000 points) with grades assigned as follows:

A = 90-100% (900-1000 points)
B = 80-89% (800-899 points)
C = 70-79% (700-799 points)
D = 60-69% (600-699 points)
F = less than 60% (0-599 points)

NO EXTRA CREDIT AVAILABLE.

INSTRUCTOR POLICIES:

ATTENDANCE: I believe that regular attendance is important, both because of its relationship to academic success and because it is the first step in establishing the habit and reputation of dependability in the world of work.

The MCC General Catalog includes several very important attendance policies with which you should become familiar. In calculating your points for attendance (see Method of Evaluation) I count *every* absence, *regardless of excuse.* In the end, every absence does have consequences. Furthermore, nearly every student in the span of a semester will have some illness or emergency which interferes in some way with their ideal performance.

Because a relatively small number of points are determined solely by your attendance, the power of the attendance grade lies largely in separating the students who make class attendance a priority from those who come to class only when it's convenient for them.

MINIMUM ATTENDANCE REQUIREMENTS: You must attend at least 80% of the class meetings to complete the course. A passing grade cannot be assigned to a student whose absences exceed 20% of the class meetings regardless of the quality of work the student submits.

MINIMUM REQUIREMENTS FOR OBSERVATION: Each student must submit documentation of 6 hours of lab observation to complete the course. Lab observation must be distributed throughout the semester, so that the student is fulfilling observation requirements and assignments as the instructor assigns them throughout the semester. The equivalent of three hours of this time will be released from the class meeting time to allow the student to schedule observations at various times convenient to the student and acceptable to the operational needs of the Child Care Centers. The other three hours will be considered outside assignments and will not be released from class time. Scheduling and makeup of observation time in the campus lab must be arranged with the approval of the center director, Mrs. Caudle.

A passing grade cannot be assigned to a student whose observation hours do not total 6 hours, regardless of classroom attendance or the quality of written work submitted. With approval and verification from their employers, students who are employed in the child care field, may document some of their observation hours at their own employment sites as deemed appropriate by the instructor. However, at least three hours of observation relating to instructor-designated assignments must be completed in MCC's Child Care Centers.

MORE ON ATTENDANCE: When you are absent from class, you are responsible for finding out what was missed and for making the effort to complete assigned work on time. Most students find that other students are willing to provide class notes, as long as you don't take advantage of anyone. The instructor will provide missed handouts within the week after the missed class, but cannot be expected to carry every handout to every class.

Ideally, you should not come to the next class meeting without first checking with another student to determine whether any changes in class routine has been announced concerning the upcoming class. (Class schedules do change. Classes are sometimes held in another room. Test dates do get moved up with the approval of class members.) So don't come to class uninformed. You are responsible for all information from the missed class. ***"I didn't know because I was absent"*** is not an acceptable excuse.

KEEPING THE INSTRUCTOR INFORMED: If you must miss class, you should keep the instructor up-to-date on your status. MCC's policy allows the instructor to withdraw a student who stops coming to class, but sometimes it's hard to know whether a student is ill or has no intention of returning. Leaving a message with the Dept. secretary takes only a minute.

MAKE-UP EXAMS: To be consistent with published MCC policies, I will allow make-up exams only for the following reasons: (1) authorized participation in official College functions, (2) personal illness (I require a doctor's note), (3) death in the immediate family.

Any of the above reasons must be documented to my satisfaction, and a written request for the makeup exam must be made by the student within three days after the scheduled exam. The makeup exam must be completed within seven days after the regular test, unless I agree in advance to other arrangements.

LATE PAPERS: Late papers will be accepted, but not at full credit. The point value of the paper will be reduced 10% immediately after the class period in which it was due. It will be reduced another 10% (20% total) after another week. No paper will be accepted more than two weeks after its due date.

TEST POLICY: Because the study of Child Development is far from being an "exact science," your responses to specific examination questions must be considered only on the basis of the conclusions drawn in lecture and in the assigned readings.

You are free to challenge or disagree with any conclusion, but the appropriate time for that is during the class discussion, rather than on an examination. At that time, you should be current on your reading assignments and be able to demonstrate understanding of the concept with which you disagree. That way, your disagreement can represent informed dissent, rather than uninformed argument.

ACADEMIC HONESTY: It is sometimes appropriate for students to work together on take-home written assignments, because as they talk and discuss their separate knowledge and understanding, each learns from the other. However, the work turned in must clearly represent the individual thinking and effort of each separate student. If two papers look too much alike to me, I will allow credit to only one student; the two student must decide who gets the credit.

CD 302 **CALENDAR OF TOPICS AND READING, p. 1** WS88

WEEK	DATES / TOPICS	READING
#1	**Jan 11-15**	
	Get acquainted activities	Syllabus
	Course introduction	
#2	**Jan 18-22**	
	Begin physical development	pp. 253-265
	Review infant-toddler dev.	p. 251 & p. 172
	Physical play	Syllabus
	Sensorimotor play	
	Mastery play	
	Rough and tumble play	
	The importance of play	
	Size and shape	
	Height & weight	
	Growth problems	
#3	**Jan 25-29**	
	Continue physical development	pp. 265-275
	Brain, eyes, and other organs	
	Brain maturation	
	The two halves of the brain	
	Handedness	
	Eye maturation	
	Body changes	
	Readiness for school	
	Mastering motor skills	
	Gross motor skills	
	Fine motor skills	
	Children's art	
#4	**Feb 1-5**	
	Continue physical development	pp. 276
	Activity level	
	Accident rates	
	Sex differences and similarities	
#5	**Feb 8-12**	
	EXAM I: Physical Development	
	Begin Cognitive development	pp. 285-298
	Review infant-toddler dev.	p. 251 & p. 208
	How preschoolers think	p. 54-61
	Symbolic thought	
	Preoperational thought	
	Piagetian theory	
	Revising Piaget	
	Experiences with Piagetian concepts	

#6 **Feb 15-19**
Continue cognitive development pp. 285-298
How preschoolers think p. 54-61
    Symbolic thought
    Preoperational thought
    Piagetian theory
    Revising Piaget
Experiences with Piagetian concepts

#7 **Feb 22-26**
Continue cognitive development pp. 285-298
How preschoolers think p. 54-61
    Symbolic thought
    Preoperational thought
    Piagetian theory
    Revising Piaget
Experiences with Piagetian concepts

#8 **Feb 29-Mar 4**
EXAM II: Cognitive Development to date
Begin language pp. 298-311
Language p. 251 & p. 208
    Language and thought
    Vocabulary
    Grammar
    Pragmatics
    Differences in language development

#9 **Mar 7-11**
SPRING BREAK **No Class**

#10 **Mar 14-18**
Continue language p. 298-311
Language
    Language and thought
    Vocabulary
    Grammar
    Pragmatics
    Differences in language development

#11 **Mar 21-25**
Continue cognitive & language pp. 311-315
Teaching and learning
    Headstart
    Parent involvement
    Other types of programs
Tuesday, March 22 is UIL day: Night classes will meet

#12	**Mar 28-Apr 1** Special topics and reports	As assigned
#13	**Apr 4-8** ***Exam III: Cognitive dev. & language*** Begin psychosocial development Review infant-toddler dev. The self and the social world Development of self concept Social skills and self understanding Play Categories of social play Dramatic play Sibling interaction The importance of social play	 p. 317-328 p. 251 & p. 244
#14	**Apr 11-15** Continue psychosocial development Parenting Hostility and affection Patterns of parenting Punishment The television dilemma	 pp. 328-336
#15	**Apr 18-22** Continue psychosocial development Possible problems Aggression Fantasy and fear Serious psychological disturbances	 pp. 336-342
#16	**Apr 25-29** Continue psychosocial development Sex roles and stereotypes Theories of sex-role development Freud Androgyny	 pp. 342-352
#17	**May 2-6**	Finals begin 5-5
18	**May 9-11** None	Finals conclude

CD 302 day / night Name ______________________

Child Development Scoresheet

This scoresheet must remain in your class folder at all times. Do not remove the folder or the scoresheet from the classroom.

Observations (25%)
% of 250 pts.

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______
11. ______
12. ______
13. ______
14. ______
15. ______

Exams (40%)
% of 400 pts.

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______
11. ______
12. ______
13. ______
14. ______
15. ______

Library (10%)
% of 100 pts.

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______

Project (10%)
% of 100 pts.

1. ______
2. ______
3. ______

Att./partic. (10%)
% of 100 points

1. ______
2. ______

Obs. partic. (5%)
% of 50 points

1. ______
2. ______

TOTAL POINTS

______/400 exams
______/250 obs.
______/50 obs. partic.
______/100 library
______/100 project
______/100 att/partic.

CD 302 CALENDAR OF LAB EXPERIENCES AND DUE DATES WS88

WEEK #	DATES	**DO** OBSERVATIONS	**TURN IN** REPORTS
#1	Jan 11-15	#1 & #2	None
#2	Jan 18-22	#1 & #2	None
#3	Jan 25-29	#3 & #4	#1 & #2
#4	Feb 1-5	#3 & #4	None
#5	Feb 8-12	#5 & #6	#3 & #4
#6	Feb 15-19	#5 & #6	None
#7	Feb 22-26	#7 & #8	#5 & #6
#8	Feb 29-Mar 4	#7 & #8	None
#9	Mar 7-11	Spring Break	None
#10	Mar 14-18	#9 & #10	#7 & #8
#11	Mar 21-25	#9 & #10	None
#12	Mar 28-Apr 1	#11 & #12	#9 & #10
#13	Apr 4-8	#11 & #12	None
#14	Apr 11-15	None	#11 & #12
#15	Apr 18-22	None	None
#16	Apr 25-29	None	None
#17	May 2-6	Finals begin Th. May 5	None
#18	May 9-11	Finals conclude	None

Remember that late reports will be accepted (for reduced credit) during the two weeks following the due date. No credit will be allowed for any report which is more than two weeks late.

Below is an example of the evaluation form which will be submitted by the student with the lab report. It will completed by the instructor and returned to the student. Interpretation of the percentage grade values is also indicated on this page.

Evaluation criteria for Lab Experience Reports

Strength	Weakness	
		Report was turned in on time.
		Directions were followed.
		Handwriting is legible.
		Report was proofread and appropriately corrected.
		Report is appropriately labeled.
		The student's selection of examples suggests understanding of the concept to be illustrated.
		Report of fact shows objectivity.
		Adequately detailed, concrete examples are used.
		Interpretation and opinion are withheld until the interpretation portion of the report.
		Report shows thoughtfulness and insight on the part of student.
		Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
		Additional details of fact are not added during the interpretation section.
		Report shows thoughtfulness and insight on the part of student.
		Report suggests good effort.

95% and above. Exceptionally nice job. Report makes it abundantly clear that the student understands the concept. Student has, in some way, done the job in an outstanding (rather than simply acceptable) way.

90% Perfectly adequate. It appears that student does understand the concept and has appropriately completed and submitted the report. Nothing to complain about.

80-89% Report is reasonably close to adequately meeting all requirements, but is lacking in some of the ways indicated above.

70-79% Report is substantially lacking is areas indicated above.

60-69% Report suggests that student may some understanding of the concept or has paid some attention to the details/requirements of the assignment, but is seriously lacking in areas indicted above.

0-59% Student has submitted something which bears little relationship to the original assignment and which clearly suggests disinterest and lack of effort in completing the assignment.

McLennan Community College

CD 302
OBSERVATION ASSIGNMENT #1

DATE DUE:___________ **GRADE**______

Name__________________ Date/Time of observation_________________

Observation site ________________ Age(s) of children_____________

1. Report of fact: Observe a preschooler for 30 minutes.
Describe:
    1. Child's physical features (facial features, body type, etc.)
    2. Child's actions

2. Interpretation: State what you think child was thinking or feeling during the 30 minutes you observed him/her.

Complete the above on separate paper and staple to this form.

EVALUATION CRITERIA FOR OBSERVATION REPORTS

	Needs Improvement	Good Performance
Report was turned in on time.	___________	___________
Directions were followed.	___________	___________
Handwriting is legible.	___________	___________
Report was proofread and appropriately corrected.	___________	___________
Report is appropriately labeled.	___________	___________
The student's selection of examples suggests understanding of concept.	___________	___________
Report of fact shows objectivity.	___________	___________
Adequately detailed, concrete examples used.	___________	___________
Interpretation and opinion are withheld until interpretation section.	___________	___________
Report shows thoughtfulness and insight on student's part.	___________	___________
Interpretation is accurate and thorough showing that student is able to apply class concepts to the live setting.	___________	___________
Additional details of fact are not added in interpretation section.	___________	___________
Report shows thoughtfulness and insight on student's part.	___________	___________
Report suggests good effort.	___________	___________

McLennan Community College

CD 302
OBSERVATION ASSIGNMENT #2

DATE DUE:__________ **GRADE**______

Name_________________ Date/Time of observation______________

Observation site _______________ Age(s) of children__________

1. Report of fact: Observe a group of preschoolers for 30 minutes. Describe the types of physical play the children were engaged in.

2. Interpretation: State what you think the children were thinking and feeling while they were involved in physical play.

Complete the above on separate paper and staple to this form.

EVALUATION CRITERIA FOR OBSERVATION REPORTS

	Needs Improvement	Good Performance
Report was turned in on time.		
Directions were followed.		
Handwriting is legible.		
Report was proofread and appropriately corrected.		
Report is appropriately labeled.		
The student's selection of examples suggests understanding of concept.		
Report of fact shows objectivity.		
Adequately detailed, concrete examples used.		
Interpretation and opinion are withheld until interpretation section.		
Report shows thoughtfulness and insight on student's part.		
Interpretation is accurate and thorough showing that student is able to apply class concepts to the live setting.		
Additional details of fact are not added in interpretation section.		
Report shows thoughtfulness and insight on student's part.		
Report suggests good effort.		

Grade ________ **LAB REPORT # 3**

Name ____________________ Date of observation ______________

Lab site ____________________ Time of observation ______________

CD 302 Lab #3 (Sensorimotor or Mastery Play) Schlueter, W588

Review pp. 256-260 in Berger's *The Developing Person*. Look for examples of the types of play the author describes.

REPORT OF FACT: Describe an incident in which you observed either sensorimotor play **or** mastery play in a preschooler. Remember to give detailed, concrete facts about the incident you observed.

INTERPRETATION: Interprepret your observation in light of the concepts discussed in the textbook.

Complete the report on you own paper and **staple** to this form. Clearly **label** your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength/Weakness

______ ______ Report was turned in on time.

______ ______ Directions were followed.
______ ______ Handwriting is legible.
______ ______ Report was proofread and appropriately corrected.
______ ______ Report is appropriately labeled.

______ ______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ ______ Report of fact shows objectivity.
______ ______ Adequately detailed, concrete examples are used.
______ ______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Interpretation is accurate and thorough, showing that student is able to apply/relate knowledge gained through readings/class meetings to the live setting.
______ ______ Additional details of fact are not added during the interpretation section.
______ ______ Interpretation shows thoughtfulness and insight on the part of student.

______ ______ Report suggests good effort.

Grade ________

LAB REPORT # 4

Name ______________________________ Date of observation ____________________

Lab site ______________________________ Time of observation ____________________

CD 302 Lab experience #4 (Rough & Tumble Play) Schlueter, WS88

OBSERVATION: Review pp. 256-260 in Berger's *The Developing Person*. Look for examples of the types of play the author describes.

REPORT OF FACT: Describe an incident in which you observed rough and tumble play in a preschooler. Remember to give detailed, concrete facts about the incident you observed.

INTERPRETATION: Interprepret your observation in light of the concepts discussed in the textbook.

Complete the report on you own paper and **staple** to this form. Clearly **label** your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength/Weakness

_______ _______ Report was turned in on time.

_______ _______ Directions were followed.
_______ _______ Handwriting is legible.
_______ _______ Report was proofread and appropriately corrected.
_______ _______ Report is appropriately labeled.

_______ _______ The student's selection of examples suggests understanding of the concept to be illustrated.

_______ _______ Report of fact shows objectivity.
_______ _______ Adequately detailed, concrete examples are used.
_______ _______ Interpretation and opinion are withheld until the interpretation portion of the report.
_______ _______ Report shows thoughtfulness and insight on the part of student.

_______ _______ Interpretation is accurate and thorough, showing that student is able to apply/relate knowledge gained through readings/class meetings to the live setting.
_______ _______ Additional details of fact are not added during the interpretation section.
_______ _______ Interpretation shows thoughtfulness and insight on the part of student.

_______ _______ Report suggests good effort.

Grade ________

LAB REPORT # 5

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 302 Lab experience #5 (Symbolic thought) Schlueter, W88

OBSERVATION: Read and review chapter 10 in your textbook, especially pp. 287-288. Look for examples of symbolic thinking in preschool children.

REPORT OF FACT: Describe an incident in which you saw a preschool child behaving in ways which seemed to reflect symbolic thought.

INTERPRETATION: Interpret your observation in light of the definitions and concepts covered in your textbook.

Complete the report on you own paper and **staple** to this form. Clearly **label** your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength/Weakness

______ ______ Report was turned in on time.

______ ______ Directions were followed.
______ ______ Handwriting is legible.
______ ______ Report was proofread and appropriately corrected.
______ ______ Report is appropriately labeled.

______ ______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ ______ Report of fact shows objectivity.
______ ______ Adequately detailed, concrete examples are used.
______ ______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Interpretation is accurate and thorough, showing that student is able to apply/relate knowledge gained through readings/class meetings to the live setting.
______ ______ Additional details of fact are not added during the interpretation section.
______ ______ Interpretation shows thoughtfulness and insight on the part of student.

______ ______ Report suggests good effort.

Grade ________

LAB REPORT # 6

Name ______________________________ Date of observation ________________

Lab site ___________________________ Time of observation ________________

CD 302 Lab experience #6 (Egocentric thought) Schlueter, WS88

OBSERVATION: Read and review chapter 10 in your textbook, especially, pp. 291-293. Look for examples of egocentrism in preschool children.

REPORT OF FACT: Describe an incident in which you saw a preschool child behaving in ways which seemed to reflect egocentric thought.

INTERPRETATION: Interpret your observation in light of the definitions and concepts covered in your textbook and in class discussion.

Complete the report on you own paper and **staple** to this form. Clearly **label** your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength/Weakness

______ ______ Report was turned in on time.

______ ______ Directions were followed.
______ ______ Handwriting is legible.
______ ______ Report was proofread and appropriately corrected.
______ ______ Report is appropriately labeled.

______ ______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ ______ Report of fact shows objectivity.
______ ______ Adequately detailed, concrete examples are used.
______ ______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Interpretation is accurate and thorough, showing that student is able to apply/relate knowledge gained through readings/class meetings to the live setting.
______ ______ Additional details of fact are not added during the interpretation section.
______ ______ Interpretation shows thoughtfulness and insight on the part of student.

______ ______ Report suggests good effort.

Grade ________ **LAB REPORT ° 7**

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 302 Lab experience #7 (Classification) Schlueter, 1988

OBSERVATION: After reading Chapter 10 in your textbook, review pp 288-291. Look for examples of preschool children attempting to classify. You may observe a natural occurrence or you may provide the child with some appropriate materials and ask him/her to "put the things together which go together."

REPORT OF FACT: Report an incident in which a preschool child attempted to classify something by "putting the things together which go together." Be sure to provide a concrete, detailed description of the incident. Report the child's age in years and months.

INTERPRETATION: Interpret your observation in light of the concepts of classification and centration discussed in class and in your textbook.

Complete the report on you own paper and **staple** to this form. Clearly **label** your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength/Weakness

______ ______ Report was turned in on time.

______ ______ Directions were followed.
______ ______ Handwriting is legible.
______ ______ Report was proofread and appropriately corrected.
______ ______ Report is appropriately labeled.

______ ______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ ______ Report of fact shows objectivity.
______ ______ Adequately detailed, concrete examples are used.
______ ______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Interpretation is accurate and thorough, showing that student is able to apply/relate knowledge gained through readings/class meetings to the live setting.
______ ______ Additional details of fact are not added during the interpretation section.
______ ______ Interpretation shows thoughtfulness and insight on the part of student.

______ ______ Report suggests good effort.

Grade ________ **LAB REPORT # 8**

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 302 Lab experience #8 (Conservation) Schlueter, W988

OBSERVATION: After reading Chapter 10 in your textbook, review pp 288-291. Look for examples of conservation behavior in preschool children. You may observe a natural occurrence or you may provide the child with some appropriate materials and ask him/her to respond to a conservation question (See chart on p. 291).

REPORT OF FACT: Report an incident in which you observed the conservation behavior of a preschool child. Be sure to provide a concrete, detailed description of the incident. Report the child's age in years and months.

INTERPRETATION: Interpret your observation in light of the concepts of conservation and centration discussed in class and in your textbook. Be sure to explain which type of conservation you are reporting.

Complete the report on you own paper and **staple** to this form. Clearly **label** your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength/Weakness

______ ______ Report was turned in on time.

______ ______ Directions were followed.
______ ______ Handwriting is legible.
______ ______ Report was proofread and appropriately corrected.
______ ______ Report is appropriately labeled.

______ ______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ ______ Report of fact shows objectivity.
______ ______ Adequately detailed, concrete examples are used.
______ ______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Interpretation is accurate and thorough, showing that student is able to apply/relate knowledge gained through readings/class meetings to the live setting.
______ ______ Additional details of fact are not added during the interpretation section.
______ ______ Interpretation shows thoughtfulness and insight on the part of student.

______ ______ Report suggests good effort.

Grade ________

LAB REPORT # 9

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 302 Lab experience #9 (Language) Schlueter 1988

OBSERVATION: Read Chapter 10 in your textbook, particularly pp. 298-308 on language. Look for examples of the language of preschool children.

REPORT OF FACT: Record 15 quotations you heard said by preschool children. Report the first name and age of each child along with the quotation. Number each quotation.

INTERPRETATION: Select two of the quotations which illustrate typical preschool grammatical patterns. One of these must be an example of overregularization (p. 304). Refer to the number used in report of fact. Describe your observation of these gramatical patterns in light of concepts discussed in class and in your textbook.

Complete the report on you own paper and **staple** to this form. Clearly **label** your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength/Weakness

		Report was turned in on time.
		Directions were followed.
		Handwriting is legible.
		Report was proofread and appropriately corrected.
		Report is appropriately labeled.
		The student's selection of examples suggests understanding of the concept to be illustrated.
		Report of fact shows objectivity.
		Adequately detailed, concrete examples are used.
		Interpretation and opinion are withheld until the interpretation portion of the report.
		Report shows thoughtfulness and insight on the part of student.
		Interpretation is accurate and thorough, showing that student is able to apply/relate knowledge gained through readings/class meetings to the live setting.
		Additional details of fact are not added during the interpretation section.
		Interpretation shows thoughtfulness and insight on the part of student.
		Report suggests good effort.

Grade ________

LAB REPORT #10

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 302 Lab experience #10 (Environment) Schlueter, 1985

((Lab experience #10 must be done at the MCC Child Development Center)).

OBSERVATION: Look for ways in which the physical arrangement of the child's environment influenced the child's behavior.

REPORT OF FACT: Describe an incident in which you believe the physical arrangement of the child's environment influenced the child's behavior.

INTERPRETATION: Interpret your observation in light of concepts used in class discussion concerning physical environment, room arrangement, etc.

Complete the report on you own paper and **staple** to this form. Clearly **label** your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength/Weakness

______ ______ Report was turned in on time.

______ ______ Directions were followed.
______ ______ Handwriting is legible.
______ ______ Report was proofread and appropriately corrected.
______ ______ Report is appropriately labeled.

______ ______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ ______ Report of fact shows objectivity.
______ ______ Adequately detailed, concrete examples are used.
______ ______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Interpretation is accurate and thorough, showing that student is able to apply/relate knowledge gained through readings/class meetings to the live setting.
______ ______ Additional details of fact are not added during the interpretation section.
______ ______ Interpretation shows thoughtfulness and insight on the part of student.

______ ______ Report suggests good effort.

Grade ________

LAB REPORT #11

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 302 Lab experience #11 (Discovery Learning) Schlueter, W88

(((Lab experience #11 must be done at the MCC Child Development Center)).

OBSERVATION: Look for ways in which teachers/caregivers support intrinsic inquiry efforts and curiosity in children.

REPORT OF FACT: Describe an incident in which a teacher/caregiver encouraged or supported the inquiry efforts of a preschool child.

INTERPRETATION: Interpret your observation in light of concepts used in class discussion and in your textbook with respect to internal motivations for learning.

Complete the report on you own paper and **staple** to this form. Clearly **label** your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength/Weakness

______ ______ Report was turned in on time.

______ ______ Directions were followed.
______ ______ Handwriting is legible.
______ ______ Report was proofread and appropriately corrected.
______ ______ Report is appropriately labeled.

______ ______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ ______ Report of fact shows objectivity.
______ ______ Adequately detailed, concrete examples are used.
______ ______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Interpretation is accurate and thorough, showing that student is able to apply/relate knowledge gained through readings/class meetings to the live setting.
______ ______ Additional details of fact are not added during the interpretation section.
______ ______ Interpretation shows thoughtfulness and insight on the part of student.

______ ______ Report suggests good effort.

Grade ________

LAB REPORT #12

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 302 Lab experience #12 (Self Esteem) Schlueter 333

OBSERVATION: Review Chapter 11 in your textbook and your lecture notes on self-concept and self esteem. Look for examples in which children demonstrate feelings of high or low self esteem.

REPORT OF FACT: Report an incident in which a child appeared to be feeling especially high or low self esteem.

INTERPRETATION: Interpret your observation in light of concepts of self-concept and self esteem as discussed in class and in your textbook.

Complete the report on you own paper and **staple** to this form. Clearly **label** your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength/Weakness

_____ _____ Report was turned in on time.

_____ _____ Directions were followed.
_____ _____ Handwriting is legible.
_____ _____ Report was proofread and appropriately corrected.
_____ _____ Report is appropriately labeled.

_____ _____ The student's selection of examples suggests understanding of the concept to be illustrated.

_____ _____ Report of fact shows objectivity.
_____ _____ Adequately detailed, concrete examples are used.
_____ _____ Interpretation and opinion are withheld until the interpretation portion of the report.
_____ _____ Report shows thoughtfulness and insight on the part of student.

_____ _____ Interpretation is accurate and thorough, showing that student is able to apply/relate knowledge gained through readings/class meetings to the live setting.
_____ _____ Additional details of fact are not added during the interpretation section.
_____ _____ Interpretation shows thoughtfulness and insight on the part of student.

_____ _____ Report suggests good effort.

Grade ________

LAB REPORT # 13

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 302 Lab experience #13 (Sex role stereotypes) Schlueter, WS88.

OBSERVATION: Review pp. 278-280 and pp. 342-350 in your textbook. Look for situations in which caregivers/teachers encouraged or discouraged children to participate in a full range of activities without respect to sex-role-stereotyped expectations.

REPORT OF FACT: Report an incident in which a caregiver/teacher encouraged a child in (or discouraged him/her from) participation in an activity which some people might consider inappropriate for that child's sex.

INTERPRETATION: Interpret your observation in light of the discussions of sex-role-stereotypes in your textbook and in class.

Complete the report on you own paper and **staple** to this form. Clearly **label** your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength/Weakness

______ ______ Report was turned in on time.

______ ______ Directions were followed.
______ ______ Handwriting is legible.
______ ______ Report was proofread and appropriately corrected.
______ ______ Report is appropriately labeled.

______ ______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ ______ Report of fact shows objectivity.
______ ______ Adequately detailed, concrete examples are used.
______ ______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Interpretation is accurate and thorough, showing that student is able to apply/relate knowledge gained through readings/class meetings to the live setting.
______ ______ Additional details of fact are not added during the interpretation section.
______ ______ Interpretation shows thoughtfulness and insight on the part of student.

______ ______ Report suggests good effort.

Grade ________

LAB REPORT # 14

Name ______________________________ Date of observation ________________

Lab site ______________________________ Time of observation ________________

CD 302 Lab experience #14 (Types of play) Schlueter, W588

OBSERVATION: Review pp. 322-334 in your textbook concerning five types of play. Look for examples of each type during your observation.

REPORT OF FACT: Briefly describe five situations, one to illustrate each type of play described by Berger. Be brief, but include enough details to show that you know how to tell one from the other. Number and label the types of play as follows: 1. solitary, 2. on-looker, 3. parallel, 4. associative, and 5. cooperative.

INTERPRETATION: Briefly interpret each situation according to the definition of that type of play. Explain how you knew which type of play was which. Number and label each interpretation with the same labels as used in report of fact.

Complete the report on you own paper and **staple** to this form. Clearly **label** your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength/Weakness

______ ______ Report was turned in on time.

______ ______ Directions were followed.
______ ______ Handwriting is legible.
______ ______ Report was proofread and appropriately corrected.
______ ______ Report is appropriately labeled.

______ ______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ ______ Report of fact shows objectivity.
______ ______ Adequately detailed, concrete examples are used.
______ ______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Interpretation is accurate and thorough, showing that student is able to apply/relate knowledge gained through readings/class meetings to the live setting.
______ ______ Additional details of fact are not added during the interpretation section.
______ ______ Interpretation shows thoughtfulness and insight on the part of student.

______ ______ Report suggests good effort.

Grade ________

LAB REPORT # 15

Name ______________________________ Date of observation ____________________

Lab site ______________________________ Time of observation ____________________

CD 302....Lab#15 (Encouraging Independence/Self Esteem)....Schlueter ©88

((Lab experience #15 must be done at the MCC Child Development Center)).

OBSERVATION: Look for examples in which a teacher/caregiver responded to a child's inappropriate behaviors in ways which encouraged the child's independence and self esteem.

REPORT OF FACT: Report one incident in which a teacher/caregiver responded to a child's inappropriate behavior in a way which encouraged the child's independence and self esteem.

INTERPRETATION: Interpret your observation in light of class notes and discussion concerning guidance, independence, and self esteem.

Complete the report on you own paper and **staple** to this form. Clearly **label** your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength/Weakness

______ ______ Report was turned in on time.

______ ______ Directions were followed.
______ ______ Handwriting is legible.
______ ______ Report was proofread and appropriately corrected.
______ ______ Report is appropriately labeled.

______ ______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ ______ Report of fact shows objectivity.
______ ______ Adequately detailed, concrete examples are used.
______ ______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Interpretation is accurate and thorough, showing that student is able to apply/relate knowledge gained through readings/class meetings to the live setting.
______ ______ Additional details of fact are not added during the interpretation section.
______ ______ Interpretation shows thoughtfulness and insight on the part of student.

______ ______ Report suggests good effort.

The Preoperational Period

- **SYMBOLIZING**

  Objects and actions can be internally symbolized in mental pictures and words.

- **REASONING**

  Reasoning influenced by wants and desires. Reasons from the specific to the specific or transductively.

- **EGOCENTRISM**

  Child is interested in self. Views things from a perspective of how self is affected.

- **NONREVERSIBILITY**

  Begins grouping or organizing classes of objects. Progresses rapidly in classification skills. Groups objects based on shared characteristics.

- **CLASSIFICATION**

  Child can reason only forward from the beginning to the end. Cannot think in reverse.

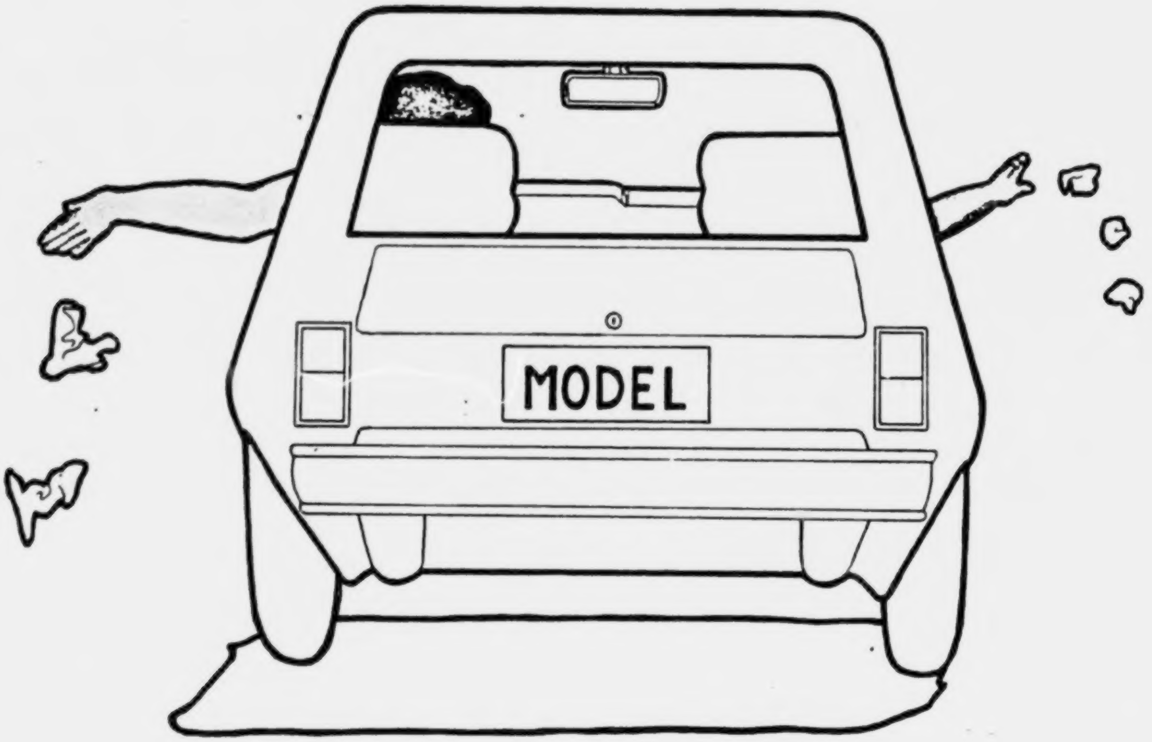
- **CENTRATION**

  Child is unable to consider more than one aspect of a situation at a time.

Source: ________. *Principles and Theories of Child Development: Instructor's Guide.* Lubbock, TX: Home Economics Instructional Materials Center, 1985, p. 160. (Not copy protected.)

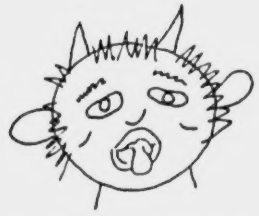
Modeling

Children Learn Negative Behaviors as well as Positive Behaviors

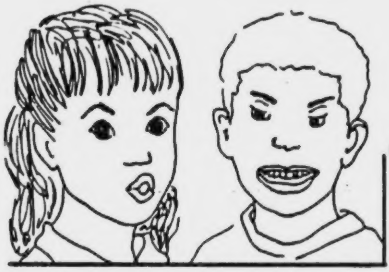


Source: ________. *Principles and Theories of Child Development: Instructor's Guide*. Lubbock, TX: Home Economics Instructional Materials Center, 1985, p. 127. (Not copy protected.)

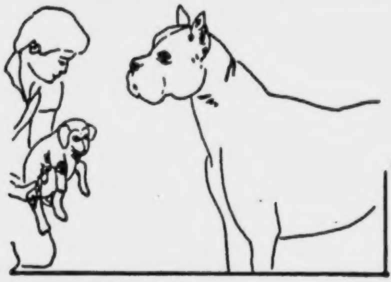
Helping Young Children Cope with Fears



- Talk about fears; draw pictures of them.

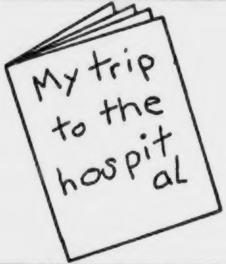


- Act out being afraid and being fearsome in dramatic play.



- Build up from smaller to greater confrontation with the feared.

- Provide safe outlets for natural scary feelings.


My trip to the hospit al

- Plan ahead for scary events.

Source: ________. *Principles and Theories of Child Development: Instructor's Guide.* Lubbock, TX: Home Economics Instructional Materials Center, 1985, p. 128. (Not copy protected.)

Stages in Psychoanalytic Theory

APPROXIMATE AGE	FREUD'S PSYCHOSEXUAL	ERIKSON'S PSYCHOSOCIAL
Birth to 1 year	**Oral Stage**: Pleasurable sensations centered in mouth; eating most stimulating activity.	**Trust vs. Mistrust**: Learn to trust or mistrust that basic needs will be met.
1-3 years	**Anal Stage**: Pleasurable sensations centered in anus; toilet training is the most important activity.	**Autonomy vs. Shame and Doubt**: Learn to be self-sufficient in many activities or to doubt own abilities.
3-6 years	**Phallic Stage**: Focus on having or not having a penis; having sexual fantasies about opposite sex parent.	**Initiative vs. Guilt**: Wanting to undertake adultlike activities; feeling guilty at exceeding limits.
7-11 years	**Latency**: An interlude focusing on learning skills.	**Industry vs. Inferiority**: Learning to be competent and productive or to feel inferior and incompetent.
Adolescence	**Genital Stage**: Pleasurable sensations centered in genitals; seeking sexual stimulation and satisfaction most important activity.	**Identity vs. Role Confusion**: Wanting to know "Who am I?"–establishing identities or being confused about identity.
Adulthood	Adult fulfillment of love and work.	**Intimacy vs. Isolation**: Wanting companionship and love with another person or becoming isolated from others. **Generativity vs. Stagnation**: Adult productivity in love and work or becoming stagnant and inactive. **Integrity vs. Despair**: Making sense out of life, seeing life as a meaningful whole or despairing at ever reaching goals and answering life questions.

Source: ________. *Principles and Theories of Child Development: Instructor's Guide.* Lubbock, TX: Home Economics Instructional Materials Center, 1985, p. 145. (Not copy protected.)

H-10

Piaget's Periods of Cognitive Development

APPROXIMATE AGE	NAME	CHARACTERISTICS	MAJOR LEARNINGS
Birth -2 years	Sensorimotor	The period begins with reflexes. The infant uses senses and motor skills to learn about the world. Complex coordination of sensorimotor skill develops.	Object permanance and mental representation.
2-6 years	Preoperational	The child is egocentric in thinking of self as the center of the world. The child uses language to understand the world.	Decentration and perspective taking.
7-11 years	Concrete Operational	The child uses logical thinking to interpret events and perceptions in the world.	Conservation, number, classification, and other concrete ideas.
From 12 on	Formal Operational	The person uses abstract hypothetical thinking to interpret the world.	The evolution of the ideas that there are many answers to every question.

Source: ________. *Principles and Theories of Child Development: Instructor's Guide.* Lubbock, TX: Home Economics Instructional Materials Center, 1985, p. 146. (Not copy protected.)

Child Development 303

Growth and Development III

McLennan Community College

Waco, Texas

CD 303: Growth and Development III

CATALOG DESCRIPTION: CD 303 Growth and Development III. Includes the study of the physical, intellectual, emotional, social, and moral development of persons ages six through adolescence. Emphasizes theories of development and current issues related to the older child. Prerequisite: CD 300 or concurrent enrollment. Three lecture/laboratory hours per week.

INSTRUCTOR: Mrs. Janie Schlueter

OFFICE: Administration-Classroom Building, Room 309

PHONE: 756-6551 x291

MESSAGES: Leave messages in mailbox in 312 Admin.-Classroom Bldg. or by phone at x207 with Nona Baker, Human Services Secretary. You will be most successful in reaching me if you will leave a message (with your phone number) so that I can get back to you.

REQUIRED TEXTBOOKS:

Berger, Kathleen. The Developing Person Through Childhood and Adolescence, 2nd ed. New York: Worth Publishers, Inc., 1986.

Compilation of materials selected by MCC's Department of Child Development and prepared by Central Duplicating. (Available in the Bookstore after enrollment counts have been finalized.)

OTHER REQUIRED READINGS: Readings beyond the required texts will be assigned throughout the semester and will include instructor handouts, library sources/references, magazines and newspapers to be located by the student.

INSTRUCTOR OFFICE HOURS: To be announced after section assignments are final. Office hours are good times to contact the instructor. Write in here.

Mondays ____________________

Tuesdays ____________________

Wednesdays ____________________

Thursdays ____________________

Fridays ____________________

GENERAL COURSE OBJECTIVES:

During the semester, each student will:

(PHYSICAL DEVELOPMENT)

- Describe the physical growth characteristics during the middle years and compare with the preschool years. Discuss the various kinds of normal and abnormal growth and their consequences.
- Identify the general level of motor development during the middle years and identify factors that encourage improvement.
- Discuss the role of sports in the development of physical and social skills, noting gender differences in sports participation.
- Describe the general state of health in school children compared to preschoolers and other groups. Indicate the frequencies and types of illnesses encountered and the variables that influence them.
- Identify and discuss the characteristics of hyperactivity in children, its causes, and methods of intervention.
- Describe learning disabilities, their causes, and means of helping children with learning disabilities.
- Describe the societal concept of adolescence, how it has changed, and the factors that have influences those changes.
- Discuss the adolescent growth spurt. Identify the characteristic height and weight changes during adolescence and how they have changed in the past hundred years.
- Describe the physical changes associated with puberty. Identify and describe the primary and secondary sex characteristics.
- Discuss the role of hormones in puberty. Identify and discuss the functions of the major sex hormones.
- Describe the effects of early versus late maturing in males and females, including information on long-term effects.
- Characterize the health of the adolescent. Identify the major causes of death in adolescence.
- Describe the major health problems during adolescence, including sexually transmitted diseases.
- Discuss drug and alcohol abuse by adolescents.

(COGNITIVE DEVELOPMENT)

- Name the main characteristics of Piaget's concrete operational stage and contrast it with the preoperational stage.
- Describe Piaget's concept of conservation and discuss the results of training studies on conservation. Compare the classic Piagetian view with recent challenges.
- Discuss the research on long-term memory and metacognition processes. Contrast the performance and strategies of children and adults.
- Identify and describe the different styles of thinking found in children and indicate how these affect other behaviors.
- Describe the development of syntax in the middle years and trace the developmental progression in language at this point.
- Discuss the concept of intelligence and its measurement. Describe how psychologists view intelligence and the characteristics of a good measuring device. Discuss the controversy surrounding test bias.
- Describe how Piaget and Kohlberg view moral development. Identify the basic characteristics of each stage within the two theories.
- Describe the general characteristics of adolescent thinking.
- Describe Piaget's view of formal operational thinking. Specify the aspects of formal thought and contrast them with those of the concrete oeprational period.
- Discuss the information-processing view of adolescent thinking, indicating how this approach views developmental change.
- Define and describe adolescent egocentrism, contrasting it with other forms of egocentrism.
- Discuss the issues surrounding moral, political, and religious development. How does formal reasoning apply in these cases?
- Discuss the nature and implications of sexuality during adolescence.

GENERAL COURSE OBJECTIVES (Continued):

(PSYCHOSOCIAL DEVELOPMENT)

- Identify and describe the basic psychosocial challenges of the middle childhood years.
- Describe how Freud and Erikson view the school years. Indicate the basic issues of development according to these two theories and show how they differ.
- Discuss the views of Piaget and others on the functions of peers.
- Describe age, gender, and racial influences on peer group memberships. Indicate the characteristics of a popular and an unpopular child and the implications for each.
- Examine the changing role of the school-age child within the family. Indicate the impact of such special circumstances as divorce and working mothers.
- Describe how the child develops a sense of self in the school years and contrast this development with that of preschool conceptions.
- Describe the unique situation of the handicapped and how it relates to achievement and the definition of the self.
- Discuss the process of identity development from the standpoint of individuation and describe the major phases of the process.
- Discuss Erikson's perspective on identity development and compare with alternative perspectives. Identify the possible resolutions of the identity crises.
- Describe the nature of the relationship between parents and adolescents.
- Describe the nature of adolescent friendships. Indicate the developmental changes in friendships and describe sex differences in peer relations.
- Describe the development of the peer group across the adolescent period, indicating the relevant variables that determine peer-group participation.
- Describe the role of school during adolescence and identify the variables that influence success and failure.
- Discuss the impace of adolescent sexuality on psychosocial development.
- Describe the special problems and concerns of adolescence, including substance abuse, suicide, and delinquency.

(THEORIES AND PRINCIPLES OF DEVELOPMENT)

- Discuss the major implications of learning theory and discuss their use with older children and adolescents.
- Discuss the generally accepted implications of Freud's theory of psychsexual development to the understanding the older child and adolescent.
- Explain the principles of development and give examples of how understanding of the principles of development may influence the adult's expectations of the older child or adolescent.
- Examine the interaction among physical, emotional, social, and intellectual development during middle childhood and adolescence.

(CHILD OBSERVATION)

- Demonstrate ability to implement guidelines for observing and preparing written observation reports of children.

(DEVELOPMENTAL ISSUES)

- Differentiate between quantitative and qualitative changes in development.
- Analyze and explain the nature/nurture issue.
- Identify and illustrate some of the internal and external influences on child development.
- Describe theoretical perspectives from which human nature and development are viewed.
- Discuss the relationship between theory and the observations of behavior in humans.

METHOD OF EVALUATION:

40% (400 pts)
EXAMS
Written examinations over everything in the assigned readings, plus everything covered in class. There will be four exams: three regular exams plus the final. The final will cover the last few weeks, plus some comprehensive questions over the main points of the entire semester.

25% (250 pts.)
WRITTEN WEEKLY ASSIGNMENTS
Twelve-fifteen brief written reports based on your observation of class concepts seen in approved observation settings.

15% (150 pts.)
LIBRARY
Activity cards reflecting developmentally-appropriate activities to promote development of school-age children and young adolescents.

10% (100 pts.)
PROJECT/PRESENTATION
Research and presentation of an oral report on a topic which is of special interest to you and which resepresents an area of importance in the development of the older child. A written outline with references must accompany the report.

10% (100 pts.)
DAILY ATTENDANCE AND CLASS PARTICIPATION
Based on the following:
- Class attendance
- Participation in class activities
- Brief written responses during class time.
- Evidence that assigned readings have been completed before class time.

TOTAL = 100% (1000 points) with grades assigned as follows:

A = **90-100%** (900-1000 points)
B = **80-89%** (800-899 points)
C = **70-79%** (700-799 points)
D = **60-69%** (600-699 points)
F = **less than 60%** (0-599 points)

NO EXTRA CREDIT AVAILABLE.

INSTRUCTOR POLICIES:

ATTENDANCE: I believe that regular attendance is important, both because of its relationship to academic success and because it is the first step in establishing the habit and reputation of dependability in the world of work.

The MCC General Catalog includes several very important attendance policies with which you should become familiar. In calculating your points for attendance (see Method of Evaluation) I count *every* absence, *regardless of excuse*. In the end, every absence does have consequences. Furthermore, nearly every student in the span of a semester will have some illness or emergency which interferes in some way with their ideal performance.

Because a relatively small number of points are determined solely by your attendance, the power of the attendance grade lies largely in separating the students who make class attendance a priority from those who come to class only when it's convenient for them.

MINIMUM ATTENDANCE REQUIREMENTS: You must attend at least 80% of the class meetings to complete the course. A passing grade cannot be assigned to a student whose absences exceed 20% of the class meetings regardless of the quality of work the student submits.

MINIMUM OBSERVATION REQUIREMENTS: The observation component of this class requires that the student observe school-age children and adolescents in various settings. These observations must be completed and submitted with satisfactory documentation of an *appropriate* observation *site* and *time*.

At least *three hours* of observation for specific instructor-designated assignments must be completed *at sites designated by the MCC Child Development faculty*. The equivalent of these three hours will be released from the class meeting time to allow the student to schedule observations at various times convenient to the student and acceptable to the operational needs of the designated centers. Scheduling and makeup of observation time in the designated lab sites must be arranged by the student with the approval of the designated center's director.

A passing grade cannot be assigned to a student whose observation documentation does not represent at least 80% of the assigned observations, regardless of classroom attendance or the quality of written work.

MORE ON ATTENDANCE: When you are absent from class, you are responsible for finding out what was missed and for making the effort to complete assigned work on time. Most students find that other students will provide class notes, as long as you don't take advantage of anyone. The instructor will provide missed handouts within the week after the missed class, but cannot be expected to carry every handout to every class.

Ideally, you should not come to the next class meeting without first checking with another student to determine whether any changes in class routine has been announced concerning the upcoming class. (Sometimes even a test date could be moved up with the approval of class members.) So don't come to class uninformed. You are responsible for all information from the missed class. ***"I didn't know because I was absent"*** is not an acceptable excuse.

KEEPING THE INSTRUCTOR INFORMED: If you must miss class, you should keep the instructor up-to-date on your status. MCC's policy allows the instructor to withdraw a student who stops coming to class. Sometimes, however, it's hard to know whether a student is simply ill **or** has no intention of returning. Leaving a message with the Dept. secretary takes only a minute.

MAKE-UP EXAMS: Based on published MCC policies, I will allow make-up exams only for the following reasons: (1) authorized participation in official College functions, (2) personal illness (I require a doctor's note), (3) death in the immediate family.

Any of the above reasons must be documented to my satisfaction, and a written request for the makeup exam must be made by the student within three days after the scheduled exam. The makeup exam must be completed within seven days after the regular test, unless I agree in advance to other arrangements. An exam which is not made up as defined here, will result in a zero grade being recorded for the exam. THIS IS VERY IMPORTANT!!

LATE PAPERS: Attached to this syllabus, you will find five *late coupons* which you can use at your discretion to cover whatever emergencies you may encounter during the semester. Each coupon erases *one late week* for *one* assignment (one observation, one card, etc.). No late paper will be accepted without the equivalent coupon.

If your circumstances are so extreme that you would consider withdrawing from the class, please schedule an appointment with the instructor to discuss the relative advantages of withdrawing vs. requesting an incomplete grade to accommodate your need for additional time. Usually these circumstances involve a major illnesses or similar crisis for the student or a family member, but it is important that you schedule an appointment (or at least call) as soon as you become aware of the situation.

TEST POLICY: Because the study of Child Dev. is far from being an "exact science," your responses to specific examination questions must be considered only on the basis of the conclusions drawn in lecture and in the assigned readings.

You are free to challenge or disagree with any conclusion, but the appropriate time for that is during the class discussion, rather than during an examination. At that time of the discussion, you should be current on your reading assignments and be able to demonstrate understanding of the concept with which you disagree. That way, your disagreement can represent informed argument, rather than uninformed dissent.

ACADEMIC HONESTY: It is sometimes appropriate for students to work together on take-home written assignments, because as they talk and discuss their separate knowledge and understanding, each learns from the other. However, the work turned in must clearly represent the individual thinking and effort of each separate student. If two papers look too much alike to me, I will allow credit to only one student; the two student must decide who gets the credit.

Special note: Students receiving a **D or F** grade in this course must repeat the **entire** course (with a C or above) to receive credit toward the A.A. degree requirements in Child Dev. under the current degree plan. (Students holding valid copies of older degree plans may be eligible to count D grades.)

Methods of Instruction

A variety of instructional methods will be used to accomplish the course objectives during the semester. These will include, but not necessarily be limited to, the following:

- student reading, reviewing, and studying of the text, handouts, and other assigned readings.
- classroom lecture by the instructor
- classroom discussion led by the instructor and involving all class members
- small group discussions involving class members
- lab observations conducted in the MCC Child Development Centers and/or appropriate community sites approved by the instructor
- written assignments by the student as assigned by the instructor (See Method of Evaluation.)
- instructor feedback on the student's performance on exams and other assignments
- small group activities and projects as assigned by the instructor
- audio-visual materials such as filmstrips, videos, films, audiotapes, and overhead transparencies.

One One late coupon--Worth one One
late week on one assignment

One Late Coupon

One assignment equals one
reading card, one observation
One report, etc. Not transferable. One

One One late coupon--Worth one One
late week on one assignment

One Late Coupon

One assignment equals one
reading card, one observation
One report, etc. Not transferable. One

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One assignment equals one
reading card, one observation
One report, etc. Not transferable. One

One One late coupon--Worth one One
late week on one assignment

One Late Coupon

One assignment equals one
reading card, one observation
One report, etc. Not transferable. One

CD 303--Fall 1988 **Course Outline/Reading List** p.1 , Schlueter

TOPICS/WEEKS	READING
Week 1 (Aug. 29-Sep. 2)	
Course introduction	Syllabus 🕯
Get acquainted activities	
Week 2 (Sep. 5-Sep. 9)	
Labor day holiday, Monday, Sep. 5	
Observation techniques and introduction to observation assignments.	Unit I 🐇/🕯
Code of conduct for observations/Confidentiality	Code of Conduct
Week 3 (Sep. 12-Sep. 16)	
Physical development in middle childhood	Ch. 12 🕯
Height/Weight/Dental Changes	Unit VI 🐇/🕯
Illness and Accident Rates	
Activity levels	
Week 4 (Sep. 19-Sep. 23)	
Physical development in adolescence	Ch. 15 🕯
Illness and Accident Rates	Ch. 1 🐇/🕯
Sexual maturation	
The role of sports	
Week 5 (Sep. 26-Sep. 30)	
Conclude physical development	Ch. 12 & Ch. 15 🕯
Week 6 (Oct. 3-Oct. 7)	
Exam on physical development	
Begin cognitive development	Ch. 2 🐇/🕯
Week 7 (Oct. 10-Oct 14)	
Cognitive development in middle childhood	Ch. 13 🕯
The stage of concrete operations	
Week 8 (Oct. 17-Oct. 21)	
Cognitive development in adolescence	Ch. 16 🕯
The stage of formal operations	
Challenges to Piaget's original theory	
Week 9 (Oct. 24-Oct. 28)	
Conclude cognitive development	Ch. 13 & 16 🕯
Week 10 (Oct. 31-Nov. 4)	
Exam on cognitive development	
Begin psychosocial development	Ch. 14 🕯
Week 11 (Nov. 4-Nov. 11)	
Psychosocial development in middle childhood	Ch. 14 🕯
Erikson's theoretical perspective	
Moral reasoning	
Egocentrism	
Week 12 (Nov. 14-Nov. 18)	
Psychosocial development in adolescence	Ch. 17 🕯
Adolescent egocentrism	
Moral reasoning in adolescence	
Erikson's concepts of identity	

Week 13 (Nov. 21-Nov. 25)
Guidance techniques for working with older children and adolescents
Ch. 14 & 17 🕯

Week 14 (Nov. 28-Dec. 2)
Exam on Psychosocial Development
Special topics presentations
Ch. 14 & 17 🕯

Week 15 (Dec. 5-Dec. 9)
Special topics presentations
Comprehensive review
Review for final
Finals begin Friday, December 9. See note below.
Library sources as per presentation assignments

Week 16 (Dec. 12-Dec. 16)
Final exams as scheduled by campus-wide exam schedule. **NOTE**: The final exam will **not** necessarily be during hours the class has regularly met.

Semester ends on Thursday, December 15.

🐇 Chapters to learn and study closely in addition to classnotes.

🕯 Chapters to read through. Study classnotes over the reading materials rather than necessarily studying the chapter itself.

Grade ______

LAB REPORT ° 1

Name ____________________ Date of observation ______________

Lab site ____________________ Time of observation ______________

CD 303 Lab experience #1 Staff, FS88

Watch for a brief "incident" involving one or more children between 6 and 14. An "incident" is defined for our puposes as an episode having a beginning and an end. Write a report of the incident.

REPORT OF FACT: Describe what you saw, including anything related that happened just before or right after the incident. Be objective; don't speculate. Include a description of what the child/children did and said, and a description of the response from the caregiver or other children.

INTERPRETATION: No interpretation is required for lab #1. Label the space, but leave it blank.

Complete the report on you own paper and **staple** to this form. Clearly label your report of fact and then make a heading for Interpretation, leaving at least two lines of space after the Report of Fact. For now, leave the Interpretation portion blank. Bring this report to class on the date assigned prepared to share your efforts with classmates. After you have completed Lab #2, resubmit your original version of this assignment.

Evaluation criteria for Lab Experience Reports

Strength	Weakness	
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used.
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Grade ________ **LAB REPORT # 2**

Name ____________________ Date of observation ____________

Lab site ____________________ Time of observation ____________

CD 303 Lab experience #2 Staff, FS88

After several "Reports of Fact" are evaluated in class, you should be able to correct your first version, as submitted in Lab #1 and then add an interpretation. (Be sure to keep your original version to resubmit for credit on #1.)

REPORT OF FACT: Submit your revised version of Lab #1: Describe what you saw, including anything related that happened just before or right after the incident. Be objective; don't speculate. Include a description of what the child/children did and said, and a description of the response from the caregiver or other children.

INTERPRETATION: Interpret what you described above. You can speculate on what happened or why it happened. Try to be thoughtful, but you are not bound to being so objective here. Try to refer to class concepts, although we have only begun our study of older children.

Complete the report on you own paper and **staple** to this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength Weakness

______ ______ Report was turned in on time.
______ ______ Directions were followed.
______ ______ Handwriting is legible.
______ ______ Report was proofread and appropriately corrected.
______ ______ Report is appropriately labeled.
______ ______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ ______ Report of fact shows objectivity.
______ ______ Adequately detailed, concrete examples are used.
______ ______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______ ______ Additional details of fact are not added during the interpretation section.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Report suggests good effort.

Grade ______

LAB REPORT # 3

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 303 Lab experience #3 (Influences) Staff, FS88

Make arrangements to interview the parents of at least one school age child. Ask them how much each of the following organizations, etc. influences their child/children. In each case, determine whether the parents feel that the influence of the organization is desirable or undesirable.

- School
- Mass media
- Church
- Organized sports
- Organized programs, such as Scouts, Campfire, etc.
- Other lessons/sessions, such as piano lesson, gymnastics, etc.
- Peers
- Family
- Other

REPORT OF FACT: Summarize the parents' reponses under each category above.

INTERPRETATION: Interpret the parents' responses based on your knowledge of class concepts.

Complete the report on you own paper and **staple** to this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength Weakness

______ ______ Report was turned in on time.
______ ______ Directions were followed.
______ ______ Handwriting is legible.
______ ______ Report was proofread and appropriately corrected.
______ ______ Report is appropriately labeled.
______ ______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ ______ Report of fact shows objectivity.
______ ______ Adequately detailed, concrete examples are used.
______ ______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______ ______ Additional details of fact are not added during the interpretation section.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Report suggests good effort.

Grade ________ **LAB REPORT # 4**

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 303 Lab experience #4 (Physical Dev.) Staff, FS88

Make arrangements to observe a group of fifth or sixth graders, engaged in some type of physical activity. Pay close attention to the range of differences in physical characteristics.

REPORT OF FACT: Using a number of brief statements, describe some of the physical characteristics which you think best illustrate the extremes of physical variation at this age.

Complete the report on you own paper and staple to this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength	Weakness	
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used.
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Grade ________

LAB REPORT # 5

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 303 Lab experience #5 (Sports) Staff, FS88

Attend a competitive sporting event for school age children (soccer, basketball, etc.)

REPORT OF FACT: Report one example each of an adult offering: (1) praise, (2) encouragement, (3) non-verbal reinforcement/approval and (4) discouraging comments/criticism.

INTERPRETATION: Interpret your report of fact in light of class concepts. Discuss your reaction to the overall experience.

Complete the report on you own paper and **staple** to this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength	Weakness	
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used.
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Grade ________

LAB REPORT # 6

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 303 Lab experience #6 (Television) Staff, FS88

Watch at least two programs you know to be popular with school-age children. Make a chart showing the names of the two programs on the top of the paper and the following characteristics down the edge of the paper: violence, exaggerated advertising during commercials, positive social values, stereotypes (of men, women, elderly, ethnic groups), and unrealistic outcomes of situations.

REPORT OF FACT: Mark a tally mark in the appropriate space of the chart each time you notice the program illustrating that concept.

INTERPRETATON: Summarize your tally marks and discuss your findings in light of class readings and discussion on the subject. What do you think school-agers are learning from these programs?

Complete the report on you own paper and staple to this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength Weakness

______ ______ Report was turned in on time.

______ ______ Directions were followed.

______ ______ Handwriting is legible.

______ ______ Report was proofread and appropriately corrected.

______ ______ Report is appropriately labeled.

______ ______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ ______ Report of fact shows objectivity.

______ ______ Adequately detailed, concrete examples are used.

______ ______ Interpretation and opinion are withheld until the interpretation portion of the report.

______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.

______ ______ Additional details of fact are not added during the interpretation section.

______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Report suggests good effort.

Grade ________

LAB REPORT ° 7

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 303 Lab experience #7 (Language) Staff, F588

Observe and record the language of at least one school-age child and at least one adolescent. You may do the observation any place where young people gather. Record notes for at least 15 minutes.

REPORT OF FACT: Report a summary of your notes, using the attached form.

INTERPRETATION: Write a 1/2 page interpretation of your report of fact, referring to class concepts.

Complete the report on you own paper and staple to this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength	Weakness	
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used.
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Grade ________

LAB REPORT # 8

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 303 Lab experience #8 (Concrete operational thought) Staff, FS88

Use the procedures provided on the attached sheet to work with and observe two children, one age 6, another age 10 (same sex). Work with each child separately. Have the child sit at a table with the observer. Limit the objects on the table to those for each current problem.

REPORT OF FACT: Complete the form attached as indicated.

INTERPRETATION: Interpret your findings on the attached form under the heading of "General Comments."

Complete the report on you own paper and **staple** to this form. Clearly label your report of fact and your interpretation for each anecdotal report, leaving at least two lines of space between them.

Evaluation criteria for Lab Experience Reports

Strength	Weakness	
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used.
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Laboratory Assignment
Concrete Operational Thought

Objective: To observe two elementary school age children's level of cognitive development as they participate in conservation, classification and seriation activities.

Instructions: Observe two children, one age 6, another age 10 of the same sex. Work with each child at a different time. Have the child sit at a table with the observer. Only objects for that problem should be placed on table.

Materials: Two 6-8 ounce clear water glasses; 1 shallow bowl; 1 clear plastic bag (air tight "baggy"); 1 empty bottle; 10 ounces of colored water; 1 measuring cup; 20-30 colored plastic objects such as airplanes, cars, blocks; 10 identical plastic drinking straws about 8½ inches long; paper and pencil for recording.

Procedure:

Conservation

1. Place only objects pertinent to each part of activity on table at any one time. Put the two identical glasses on the table and fill each one with 5 ounces of water as the child watches. Ask, "Do these two glasses contain the same amount of water?" Record child's response.

2. Pour the water from one glass in the shallow bowl and place bowl next to filled glass. Ask, "Now do these two (glass and bowl) contain the same amount of water?" If child says no, have the child identify which has more.

3. Pour water from bowl back to glass and ask if the glasses now contain the same amount. If child says no, which one has more?

4. Out of child's sight, pour water from one glass into plastic bag. Hold the bag up next to glass of water and ask if bag and glass contain the same amount. If the child says no, have child identify which has more.

5. Pour water from plastic bag to pop bottle (careful) and put bottle next to glass. Ask if bottle and glass contain the same. If child says no, which has more?

6. Pour water from pop bottle back to empty glass and ask if glasses contain same. If not, identify which has more.

Classification

Use 20-30 colored plastic objects such as airplanes, cars, or blocks.

1. Ask child to separate the objects into groups. Record the classes selected.
2. Ask child to tell you why s/he choose to separate in this manner. Record answer.
3. Ask child if he or she has more objects or more (airplanes, cars, whatever you used) Record answer.
4. Ask child if there are more red objects or plastic objects.

Seriation

Cut 10 plastic straws into 10 different lengths so they can be arranged in a series from about 2" (shortest to 8" (longest).

1. Place straws in random order on the table and ask the child to show you the longest one. Record child's response.
2. Ask child to show you the shortest one. Record answer.
3. Now ask the child to arrange the straws in order. Do not add that you mean from the shortest to longest. Record the child's response.

	Child, age 6	Child, age 10
I. CONSERVATION		
2 identical glasses		
1 glass, 1, bowl		
reverse to identical classes		
plastic bag, glass		
empty bottle, glass		
reverse to glasses		
CLASSIFICATION		
classes selected		
reason selected		
more red or ________		
more red or plastic		

SERIATION

selects longest

selects shortest

arrange in order

II. General comments: Summarize children's understanding of these concepts and how they responded to the problems. Compare older child's understanding to younger ones.

Grade ________

LAB REPORT # 9

Name ____________________________ Date of observation ________________

Lab site ___________________________ Time of observation ________________

CD 303 Lab experience #9 (Memory) Staff, FS88

Observe two children (a 7-year-old and an 11-year-old) in two settings (a quiet spot away from visual or auditory distration and a noisy, busy spot such as a playground or activity area), using the attached procedures.

REPORT OF FACT: Complete the attached form as indicated.

INTERPRETATION: Interpret your observation in light of class concepts (at the end of the form under "General Comments of Memory"). Use the back for at least a 1/2 page interpretation.

Complete the report on the form and **staple** to this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength	Weakness	
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used.
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Development of Memory

Objective: To observe the differences in memory between a 7-year old and an 11 year old related to:

1. Short-term memory recall with no distractions
2. Short-term memory recall with a distractive influence
3. Long-term memory

to observe strategies that children may use to increase memory.

Instructions: Observe two children, a 7 year-old and an 11 year-old in two settings, a quiet spot away from visual or auditory distraction and a noisy, busy spot such as a playground or activity area.

Materials: Four-inch squares of construction paper in 10 colors: orange, yellow, blue, purple, dark green, pink, gray, lavendar, brown and light green; 10 picutres of easily identified food such as milk, bread, pizza, fried chicken, egg, apple, hamburger, paper and pencil for recording, 2 paper sacks about 6 inches by 10 inches.

Procedure: Work with each child separately. Select your settings (distractive and non-distractive) fairly close to each other for you will be moving from one to the other.

Short-term memory-no distractions

Have child sit with you in the quiet spot you have chose.

1. Say, "I am going to name some animals and when I finish I want you to name them back to me. Ready? Dog, horse, cow, lion, cat, duck bird, mouse, elephant, rat." Record number child recalls correctly.

2. Place sack with colored paper inside on table and put empty sack on your lap. "I have some pieces of colored paper here and I'll show each color to you and when I am through I wanto you to tell me what colors I showed you. Ready." Show each color separately for about 1 second and then place the square of paper in the empty sack so the child can no longer see the colors. Record number of correct responses.

3. "Now I'm going to name some characters you see on TV(or in the movies) when I finish I want you to name them back to me." Name 6 that are popular or well known to children in your area (examples might include some from new shows to reruns: Superman, Road Runner, Incredible Hulk, Batman, Bert and Ernie, Muppets, etc.) Record number of correct responses.

Short-term memory-distractions

Move to area you have chosen that has numerous distractions and have children sit near you.

1. "I am going to say some numbers and when I finish I want you to repeat as many as you can. Ready: 7 4 6 2 9 12 17 3 1 10." Record number of correct responses.
2. Use the two sacks and food pictures and repeat procedure used with colors. "I have some pictures of food here and I'll show you each picture. When I'm through, I want you to name the foods I showed you. Ready?" Record number of correct responses.
3. Now I'm going to name some more characters you see on TV (or in the movies) and when I finish I want you to name them back to me. Ready?" Name 6 different characters than ones used earlier that are popular and record the number of correct responses.

Strategies for recall

Ask child "How could you remember all that?" Record any memory strategies described by the child.

Long-term memory

Move to area with few distractions. Ask child:

1. Who is president of the United States?
2. Who is the governor of your state?
3. How many states are in the U.S.?
4. Who is Clark Kent?
5. How many inches in a yard?
6. How many inches in a foot?
7. Name 5 methods of transportation or ways you can get from one place to another.
8. Name 8 jobs adults do to earn money.

	7-year old child	11-year old child
Short-term memory		
No distractions		
Animals		
Colors		
TV characters		

Distractions

Numbers in sequence

Food

TV characters

Strategies used to remember

Long-term memory

President of the U.S.

Governor of the state

Number of states in the U.S.

Clark Kend

Inches to yard

Inches to foot

Transportation methods

Jobs adults do

GENERAL COMMENTS ON MEMORY:

Grade ______

LAB REPORT #10

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 303 Lab experience #10 (Moral reasoning) Staff, FS88

Interview two different school-agers (separately) to determine their stand on one of the moral reasoning dilemmas presented in class.

REPORT OF FACT: Report as accurately as possible each person's response to the dilemma and label each with the age and sex of the young person.

INTERPRETATION: Categorize each response using Kohlberg's stages of moral development. Explain your reasons for categorizing the responses as you did.

Complete the report on you own paper and staple behind this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength	Weakness	
______	______	Report was turned in on time
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Grade ________ **LAB REPORT #11**

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 303 Lab experience #11 (Family Interaction) Staff, FS88

Observe the patterns of interaction among the members of a family you do not know (such as you might see in a restaurant or shopping center, etc.). The family should have at least one child you would estimate to be between 6 and 12 years of age.

REPORT OF FACT: Report a summary of the behavior of the family members over a period of at least ten or fifteen minutes, highlighting the details of any behaviors which suggest the nature of the parent child relationship.

INTERPRETATION: Speculate on the nature of the parent-child relationship based on your report of fact. Interpret in light of class concepts.

Complete the report on you own paper and **staple behind** this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength Weakness

______ ______ Report was turned in on time.
______ ______ Directions were followed.
______ ______ Handwriting is legible.
______ ______ Report was proofread and appropriately corrected.
______ ______ Report is appropriately labeled.
______ ______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ ______ Report of fact shows objectivity.
______ ______ Adequately detailed, concrete examples are used.
______ ______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______ ______ Additional details of fact are not added during the interpretation section.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Report suggests good effort.

Grade ______

LAB REPORT #12

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 303 Lab experience #12 (Home responsibilities) Staff, FS88

Arrange to interview a school-ager (8-14) about the responsibilities he or she is expected to fulfill at home. Ask the questions provided on the attached page. You may need to rephrase some questions to be sure that the child understands.

REPORT OF FACT: Summarize the answers on the attached form.

INTERPRETATION: On the back of the form, interpret the interview answers in light of class concepts. Do you think the policies in this child's family are contributing to the goal of "Raising a responsible child?"

Complete the report on the attached form and **staple behind** this form. Clearly label your report of fact and your interpretation.

Evaluation criteria for Lab Experience Reports

Strength	Weakness	
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used.
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

CD 303 INTERVIEW QUESTIONS FOR OBSERVATION #12 STAFF, 1988

What jobs are usually considered "your job" at home?

Are your responsibilities the same from week to week or do they change?

If the responsibilities change from week to week, how is that decided?

How are your responsibilities different now than when you were two years younger?

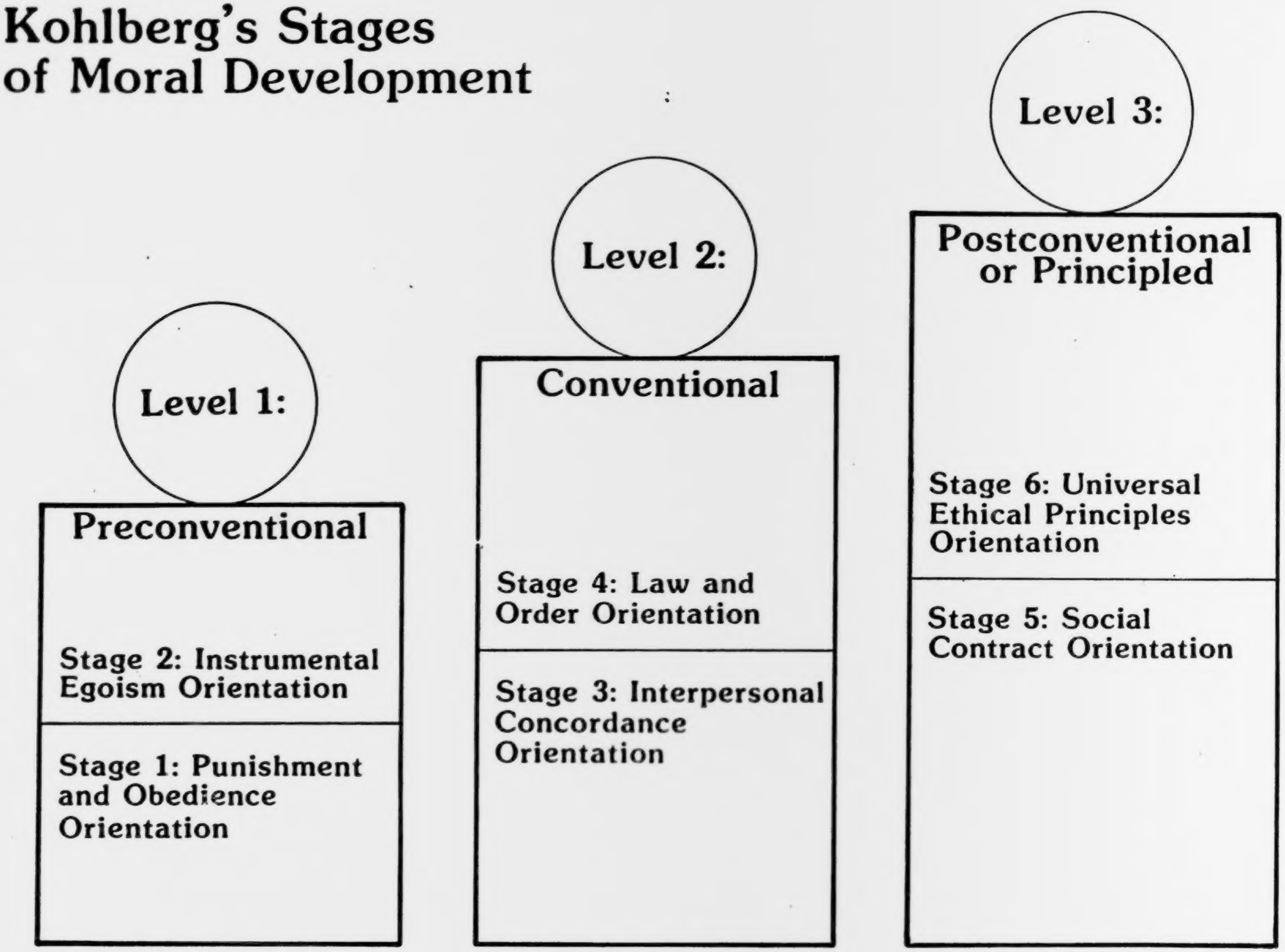
Does an adult usually remind you to complete the job? (If yes, more than once? If more than once, how do you know when the adult is really serious?)

What happens if you fail to complete your responsibility?

What happens when you do fulfill your responsibilities?

How do you feel about the way your family handles the assignment of responsibilities?

Kohlberg's Stages of Moral Development



Level 1:

Preconventional

Stage 2: Instrumental Egoism Orientation

Stage 1: Punishment and Obedience Orientation

Level 2:

Conventional

Stage 4: Law and Order Orientation

Stage 3: Interpersonal Concordance Orientation

Level 3:

Postconventional or Principled

Stage 6: Universal Ethical Principles Orientation

Stage 5: Social Contract Orientation

Source: ______ *Principles and Theories of Child Development: Instructor's Guide.* Lubbock, TX: Home Economics Instructional Materials Center, 1985, p. 131. (Not copy protected.)

Self-concept Indicators

- POSITIVES
  - not afraid of new situations
  - makes friends easily
  - tries new materials
  - trusts teacher
  - cooperates and follows reasonable rules
  - manages behavior responsibly
  - creative; imaginative
  - talks freely
  - independent worker
  - overall happy
- NEGATIVES
  - lacks initiative
  - depends on others for direction
  - always asks permission
  - not spontaneous
  - enters few new activities
  - stays alone
  - talks only a little
  - possessive of things
  - demands a lot
  - may respond to threats by being agressive or withdrawing
  - easily frustrated

Source: ________. *Principles and Theories of Child Development: Instructor's Guide* Lubbock, TX: Home Economics Instructional Materials Center, 1985, p. 158. (Not copy protected.)

Formal Operations

- Begins about age 11 or 12

- Thought becomes hypothetical in emphasis –
  if . . . . then . . . .

- Thought becomes abstract

  able to deal with all potentially relevant parts of a problem through transformations:
    - Identify–seeing the problem as it is
    - Negation–seeing the problem gone
    - Reciprocal–seeing the opposite of the problem
    - Correlative–seeing the problem in relation to other problems

  not dependent on concrete reality

- Is not universal for all people

- Is not completely understood across adulthood

Source: ________. *Principles and Theories of Child Development: Instructor's Guide.* Lubbock, TX: Home Economics Instructional Materials Center, 1985, p. 162. (Not copy protected.)

Concrete Operations

- Span the years 7-12 or 14
- Depend on the ability to take the point of view of another
- Characterized by consistent ability to perform logical operations on concrete objects–conservation
- Built on understanding of:

  Identity–outward appearance change doesn't alter certain internal properties (e.g., number, volume, weight)

  Reversibility–procedures can be reversed and objects can retain original state

  Compensation–changes in one dimension are balanced by equal, opposite changes in another

Source: ________. *Principles and Theories of Child Development: Instructor's Guide.* Lubbock, TX: Home Economics Instructional Materials Center, 1985, p. 163. (Not copy protected.)

Child Development 401

Discovery Learning I

McLennan Community College

Waco, Texas

CD 401 Discovery Learning I

CATALOG DESCRIPTION: CD 401 Discovery Learning I. Provides for opportunities to maximize long-range development that occurs within the first three years of life. Focuses on developmentally appropriate activities, guidance, and the environment for infant-toddler care. Prerequisite: CD 300 or concurrent enrollment. Three lecture/2 lab hours. Four credit hours.

INSTRUCTOR: Mrs. Janie Schlueter

OFFICE: Administration-Classroom Building, Room 309

PHONE: 756-6551 x291

MESSAGES: Leave messages in mailbox in 312 Admin.-Classroom Bldg. or by phone at x207 with Nona Blevins, Human Services Secretary. You will be most successful in reaching me if you will leave a message (with your phone number) so that I can get back to you.

REQUIRED TEXTBOOKS:

Wilson, L. *Infants and Toddlers, Curriculum and Teaching*. Albany, N.Y.: Delmar Publishers, 1986.

Gonzalez-Mena, J. and Eyer, D. *Infancy and Caregiving*. Palo Alto: Mayfield Publishers, 1980.

Compilation of materials selected by MCC's Child Development Faculty and Prepared by Central Duplicating. (Available in the bookstore after enrollment figures are final.)

OTHER REQUIRED READINGS: Readings beyond the required text will be assigned throughout the semester and will include instructor handouts, library sources/references, magazines and newspapers to be located by the student.

CD 401 Discovery Learning I

GENERAL COURSE OBJECTIVES:

Each student will ...

- Discuss the difference between quality caregiving and custodial caregiving.
- Describe the charactistics of a quality caregiver
- Plan and evaluate environments for appropriate stimulation for infants in all aspects of development
- Propose and justify a plan for appropriate toilet training
- Summarize state guidelines for child-staff ratios and grouping patterns for infants and toddlers
- Describe acceptable and optimal grouping patterns for infants and toddlers
- Plan and implement flexible and well-balanced daily routies for infants and toddlers
- Plan and implement age-appropriate experiences to enhance development of infants and toddlers
- Discuss and demonstrate the reciprocal nature of infant and toddler caregiver interactions and how this influences caregiving and development.
- Explain how to prepare infants and toddlers for necessary changes.
- Demonstrate appropriate proportions of initiating and responding behaviors
- Demonstrate respect for individual differences and needs when caring for infants and toddlers.
- Observe infants and toddlers closely for signs of development, illness, and emotional well-being.
- Use information obtained from observations of infants and toddlers to guide caregiving.
- Demonstrate age-appropriate use of positive guidance techniques with infants and toddlers
- Discuss ways to prevent and deal with common behavior problems.
- Provide infants and toddlers with age-appropriate materials and equipment to promote all aspects of development.
- Report signs of unusual development to the center's director
- Exchange information with parents regarding a child's development and needs according to the center's policies.
- Follow written guidelines provided by the parents or physical in promoting the development and growth of the handicapped infant or toddler.
- Provide infants and toddlers with age-appropriate materials and activities to promote creativity and language development.
- Provide a consistent caregiving environment in which infants and toddlers feel secure
- Provide age-appropriate materials and experiences to assist infants and toddler in gaining independence
- Provide age-appropriate materials and experiences which foster positive self-concept, ethnic pride and understanding, and appropriate sex identification.
- Model and encourage prosocial behaviors.
- Encourage infants and toddlers to identify and expcess their emotions in acceptable ways.
- Summarize state and federal guidelines regarding space requirements for infants and toddlers.
- Arrange indoor environment reflecting the discovery learning philosophy.
- Provide an outdoor play area with appropriate equipment and a variety of surfaces.
- Organize storage areas to maintain equipment and supplies in cooperation with other staff.
- Select and use toys and equipment that encourage and support development
- Make safe and developmentally appropriate activities and toys for infants and toddlers.
- Equip areas for diaper changing, feeding, resting, toileting, and recording keeping.
- Discuss the safety, suitability and function of each type of equipment: playpens, walkers, infant swings, adult rocking chairs, infant seats, cribs, strollers, high chairs and changing tables.
- Encourage parents to contribute materials and other resources to the environment.
- Prepare a safe environment that will not minimize the explorations of infants and toddlers.
- Demonstrate safety consideration for infants and toddlers at all times, but especially in and around water, while being transported or held, and while in a motor vehicle.
- Summarize state guidelines regarding nutrition and health requirements for infants and toddlers.
- Discuss the nutritional needs of infants and toddlers.
- Prepare and serve nutritious food for infants and toddlers in a sanitary manner.
- Describe positive mealtime routies for infants and toddlers.
- Use meals, eating, and modeling to promote children's understanding of themselves and the world.
- Follow guidelines recommended by physicians or parents for children with special dietary needs.
- Explain how the spread of colds and other communicable diseases can be minimized.
- Demonstrate appropriate hygienic practices to be observed by caregivers of infants and toddlers.

GENERAL COURSE OBJECTIVES (continued)

- Provide daily health routines which promote infant's and toddlers' growth and development.
- Exchange information daily with parents to meet the health/nutrition and developmental needs of infants and toddlers.
- Follow and explain the center's policies regarding the care of sick children.
- Discuss how principles of normal or exceptional developmental patterns provide the rationale for planning a developmentally-appropriate environment for the child.

Methods of Instruction

A variety of instructional methods will be used to accomplish the course objectives. (See page 2). These will include but not necessarily be limited to:

- student reading, reviewing, and studying of the text, handouts, and other assigned readings
- classroom lecture by the instructor
- classroom discussion led by the instructor and involving all class members
- small group discussions involving class members and supervised by the instructor.
- lab observations conducted in the MCC Child Development Centers and/or appropriate community sites approved by the instructor
- written assignments by the student as assigned by the instructor (See Method of Evaluation, p. 3)
- instructor feedback on the student's performance on exams and other assignments
- small group activities and projects as assigned and supervised by the instructor
- audio-visual materials such as filmstrips, videos, films, audiotapes, and overhead transparencies.
- participation in lab experiences in the MCC Child Development Infant/Toddler Center
- supervision feedback, evaluation and guidance provided by MCC Child Development Center Director and Staff.

METHOD OF EVALUATION:

20% **EXAMS**
(200 pts.) Written examinations over everything in the assigned readings, plus everything covered in class. There will be four exams, three regular exams plus the final. The final will cover the last few weeks, plus some comprehensive questions over the main points of the entire semester.

20% **LAB PERFORMANCE**
(200 pts.) Based on the following.
- Documentation of lab attendance
- Attitude/cooperation with supervisor and other adults
- Performance/competence in working with children as reflected by the student evaluation form score assigned by the MCC Child Development director in cooperation with the classroom caregivers in the assigned rooms.

20% **WRITTEN LAB ASSIGNMENTS**
(200 pts.) Fifteen written lab reports based on planned experiences during the two-hour weekly lab period.

20% **DISCOVERY LEARNING PROJECTS**
(200 pts) Each student will participate in planning projects for implementation of discovery learning concepts for infant and toddler environments. These may be group or individual projects, depending on the final enrollment in the class and the instructor's perception of which would be most appropriate for students. Each student will also evaluate their own and/or other project plans.

These projects will include such areas as planning indoor environments and floor plans, planning outdoor environments, scheduling and routines, lesson planning and specific activities.

10% **LIBRARY**
(100 pts.) 1) Activity cards as assigned covering the such areas as art, music, literature , movement, sensory experiences. 2) Annotated bibliography cards for children's books.

10% **DAILY ATTENDANCE AND PARTICIPATION**
(10 pts.) Based on the following:
- Class attendance
- Participation in activities
- Brief written responses during class time.
- Evidence that assigned readings have been completed before class time.

TOTAL = 100% (1000 points) with grades assigned as follows:

A = **90-100%** (900-1000 points)
B = **80-89%** (800-899 points)
C = **70-79%** (700-799 points)
D = **60-69%** (600-699 points)
F = **less than 60%** (0-599 points)

NO EXTRA CREDIT AVAILABLE.

INSTRUCTOR POLICIES:

ATTENDANCE: I believe that regular attendance is important, both because of its relationship to academic success and because it is the first step in establishing the habit and reputation of dependability in the world of work.

The MCC General Catalog includes several very important attendance policies with which you should become familiar in calculating your points for attendance (see Method of Evaluation). I count *every* absence, *regardless of excuse*. In the end, every absence does have consequences. Furthermore, nearly every student in the span of a semester will have a few days when illness or emergencies interferes in some way with their ideal performance.

Because a relatively small number of points are determined solely by your attendance, the power of the attendance grade lies largely in separating the students who make class attendance a priority and those who come to class only when it's convenient.

MINIMUM ATTENDANCE REQUIREMENTS: You must attend at least 80% of the class meetings to complete the course. A passing grade cannot be assigned to a student whose absences exceed 20% of the class meetings regardless of the quality of work the student submits.

MINIMUM LAB REQUIREMENTS: Each student must submit documentation of 30 hours of lab participation to complete the course. Lab attendance must be distributed throughout the semester, so that the student is fulfilling lab requirements and assignments each week throughout the semester. Scheduling and makeup for lab hours in the campus lab must be arranged with the approval of the center director, Mrs. Caudle.

A passing grade cannot be assigned to a student whose lab hours do not total 30 hours, regardless of classroom attendance or the quality of written work submitted. Furthermore, a student whose absences in lab accumulate to 20% of the total lab hour requirement without an approved plan for makeup labs, will be withdrawn from the class regardless of classroom attendance or quality of written work.

MORE ON ATTENDANCE: When you are absent from class, you are responsible for finding out what was missed and for making the effort to complete assigned work on time. Most students find that other students are willing to provide class notes, as long as you don't take advantage of the other person. The instructor will provide missed handouts within the week after the missed class, but cannot be expected to carry every handout to every class.

Ideally, you should not come to the next class meeting without first checking with another student to determine whether any changes in class routine has been announced concerning the upcoming class. (Class schedules do change. Classes are sometimes held in another room. Test dates do get moved up with the approval of class members.) So don't come to class uninformed. You are responsible for all information from the missed class. ***"I didn't know because I was absent"*** is not an acceptable excuse.

KEEPING THE INSTRUCTOR INFORMED: If you must miss class, you should keep the instructor up-to-date on your status. MCC's policy allows the instructor to withdraw a student who stops coming to class, but sometimes its hard to know whether a student is ill or has no intention of returning. Leaving a message with the Dept. secretary takes only a minute.

MAKE-UP EXAMS: To be consistent with published MCC policies, I will allow make-up exams only for the following reasons: (1) authorized participation in official College functions, (2) personal illness (I require a doctor's note), (3) death in the immediate family.

Any of the above reasons must be documented to my satisfaction, and a request for the madeup exam must be made by the student within three days after the scheduled exam. The madeup exam must be completed within seven days after the regular test, unless I agree to other arrangements.

LATE PAPERS: Late papers will be accepted, but not at full credit. The point value of the paper will be reduced 10% immediately after the class period in which it was due. It will be reduced another 10% (20% total) after another week. No paper will be accepted more than two weeks after its due date.

During the last two weeks of the semester, late papers received for reduced credit will not be recorded in time to be included on your grade report. Your grade will be figured without the late paper and will have to be corrected at the beginning of the following semester.

TEST POLICY: Because the study of Child Development is far from being an "exact science," your responses to specific examination questions must be considered only on the basis of the conclusions drawn in lecture and in the assigned readings. You are free to challenge or disagree with any conclusion, but the apropriate time for that is during the class discussion, rather than on an examination.

ACADEMIC HONESTY: It is sometimes appropriate for students to work together on take-home written assignments, because as they talk and discuss their separate knowledge and understanding, each learns from the other. However, the work turned in must clearly represent the individual thinking and effort of each separate student. If two papers look too much alike to me, I will allow credit to only one student; the two student must decide who gets the credit.

CD 401 day / night Name ______________________

Child Development Scoresheet

Labs (20%)
% of 200 pts

1. ________
2. ________
3. ________
4. ________
5. ________
6. ________
7. ________
8. ________
9. ________
10. ________
11. ________
12. ________
13. ________
14. ________
15. ________

Exams (20%)
% of 200 pts

1. ________
2. ________
3. ________
4. ________
5. ________
6. ________
7. ________
8. ________
9. ________
10. ________
11. ________
12. ________
13. ________
14. ________
15. ________

Library cards (10%)
% of 100 pts

1. ________
2. ________
3. ________
4. ________
5. ________
6. ________
7. ________
8. ________
9. ________
10. ________

Projects (20%)
% of 200 pts

1. ________
2. ________
3. ________

Att./partic. (10%)
100 points possible

1. ________
2. ________

Lab performance (20%)
200 points possible

1. ________
2. ________

Instructor Policy on Attendance Points

Calculation of attendance points
for day class which meets twice a week.

Number of missed class days	% of possible points
0.	95 %
1	93
2.	90
3.	84
4.	78
5.	72
6.	66
7.	60

No course credit for absences beyond seven, since this exceeds the 20% limit on class meeting absences. At that point you would be dropped from the class roll with a W or WF, regardless of your lab attendance or the quality of your written work.

* * *

Calculation of attendance points
for a class which meets once a week.

Number of missed class days	% of possible points
0.	95 %
1.	90
2.	80
3.	70
3 1/2.	60

No course credit for absences beyond three and one half, since this exceeds the 20% limit on class meeting absences. At that point you would be dropped from the class roll with a W or WF, regardless of your lab attendance or the quality of your written work.

Personal attendance diary for ______________________________

DATE	Reason for time missed ***OR*** what you overcame to get here	DATE	Total time missed to date

CD _____ Lab hours diary for ____________________

Date	Time in	Time out	Hours/min.	Signature if required

CD 401 CALENDAR OF LAB EXPERIENCES AND DUE DATES

WEEK #	DATES	**DO** OBSERVATIONS	**TURN IN** REPORTS
#1	Aug 30-Sep 4	#1	None
#2	Sep 7-11	#2 (&#1)	(#1)
#3	Sep 14-18	#3 (&#4)	#1 (&#2)
#4	Sep 21-25	#5 (&#4)	#2 & #3
#5	Sep 28-Oct 2	#6 (&#4)	#5
#6	Oct 5-9	#7	#4 & #6
#7	Oct 12-16	#8	#7
#8	Oct 19-23	#9 & #10	#8
#9	Oct 26-30	#11 & #12	#9 & #10
#10	Nov 2-6	#13	#11 & #12
#11	Nov 9-13	#14	#13
#12	Nov 16-20	#15	#14
#13	Nov 23-27	See note below	#15 (& late 13/14)
#14	Nov 30-Dec 4	See note below	None
#15	Dec 4-11	See note below	None
#16	Dec 14-18	Finals (None)	None

Note: During your last two weeks of lab, you will be given review-type observations which will help you refresh yourself on some of the broad principles basic to the whole course. No written report will be expected, although you may wish to write up some notes on the observation as preparation for the final exam.

Remember that late reports will be accepted (for reduced credit) during the two weeks following the due date. No credit will be allowed for any report which is more than two weeks late.

ACTIVITY CARDS

CD 401 Schlueter; FS 87

Providing high quality, developmentally appropriate experiences takes thoughtful planning and hard work.

The purpose of this assignment is to give you experience in locating and selecting developmentally appropriate activities for infants and toddlers, using library resources. It will also let you leave this class with a small collection of appropriate activities--ready for your use.

Twelve activity cards are to be completed on 5 x 8 index cards. The cards will represent the developmental areas of sensory/perceptual; music, literature and language; social/emotional; and motor development, and will be turned in according to a specified list of due dates.

In addition, three annotated bibliography cards are to completed according to instructions provided in a separate handout. In other words there will fifteen cards: 3 sensory/perceptual; 3 music, literature and language; 3 social/emotional; and 3 motor development, and 3 annnotated bibliographies.

The following instructions apply to the cards for the developmental areas of sensory/perceptual; music, literature and language; social/emotional; and motor development.

The assumption is that the cards should be clear and specific enough that another, less-experienced caregiver could use your cards to prepare and complete the activity without further information. In addition, the card should contain a full bibliographic entry that would allow the reader to find the source again in the library to clarify information or look for other activities.

Begin by listing the group for whom the activity would be appropriate, such as toddlers, small babies, creepers, etc. You may want to specify age ranges in months or years.

Provide complete information about the preparation of the activity. Be cautious of projects which require elaborate patterns, etc. unless you want to go to the trouble to provide them with your cards. Include the words and tune to any songs you mention and recipes or directions for such things as art materials unless they are standard items.

Provide directions for how the activity is to be presented to the children, with specific comments on the appropriate role of the teacher during the activity.

Include a section which suggests appropriate teacher conversation for the activity.

Specify the materials needed for the activity. Be sure that all materials are commonly recognized and available, unless you explain how to find the item. (For example, "computer chips" confetti made of the the rectangles punched out of computer cards would be available from a business which does that type of work.)

In summary, the format for the cards should be as follows:
1. Labeling with your name, card #, etc.
2. The age range for which you think the activity would be appropriate
3. List of supplies
4. Complete directions for preparing for the activity
5. Instructions on how the activity is to be presented and managed with the children
6. Notes on special circumstances, such as seasonal restrictions, safety considerations, etc., if necessary. Not required unless appropriate, with N/A indicating "not applicable."
7. Suggested conversation (3 statements or questions)
8. Bibliographic entry

Notes
-Include a balance of cards for older and younger infants/toddlers
-Include a balance of types of activities in each category. (For example, include a music, literature and a language card in that category.

Sources
-Your cards should come from a variety of sources.
-No more than two activities should come from any one book.
-Any book you use should be written specifically for early childhood education.
-Any magazine you use should be written specifically for [illegible]
-If you are not sure of any source, ask for permission to use it before you spend much time with it.
-For this assignment, it is not appropriate to give activities from your memory or from private collections of activities. The activity must be available to other people through library sources.
-At least half of your activities should be from periodicals (magazines) rather than books.

The cards will be judged using the following criteria:

--the activity should be developmentally appropriate, reflecting knowledge and understanding of both developmental sequences and individual differences and the ways in which children learn
--the activity and directions for its presentation to children must reflect the philosophy of this department and this course.
--the assignment must be done on 5/8 cards
--all cards must be labeled with:
Your name
The category (developmental areas of sensory/perceptual; music, literature and language, social/emotional; and motor development) and the number in the sequence of cards required for that category. i.e. Sensory/perceptual #2
--completeness of the bibliographic entry
--appropriateness of the source
--completeness of the information
--notation of any special circumstances, such as seasonal restrictions, safety notes, etc.,

The cards will be scored as a total package. Check yourself against these criteria as you go. Although you may receive some feedback as you go along, the final grade will not be apparent until the fifteen cards are complete.

Week of:	**Cards due:**
Oct. 26-30	3 cards due
Nov. 2-6	3 cards due
Nov. 9-13	3 cards due
Nov. 16-20	3 cards due
Nov. 23- 27	3 cards due (Will accept these 3 as late as Mon. Nov. 30)

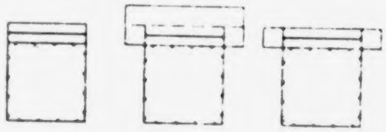
For each week, the cards are due at the beginning of your last class meeting for that week. I will accept them up through 5 p.m. of each Friday, if you take them to my mailbox in AC 312.

1. Janie Schlueter   Art # 1

2. Ages: Toddlers (1-2 1/2) and older

3. Supplies:
   1 large clear plastic bag--preferably with zip-lock top
   1 cup thick liquid, such as homemade finger paint
   3-inch wide strip of clear adhesive vinyl

4. Preparation: Put cup of finger paint in bag. Gently squeeze air from bag and zip shut. Fold adhesive across the top of the bag and press edges to the two sides of the bag. (See sketch)



5. Presentation: provide three or four squeeze bags filled with different colors. Simply make them available on a washable table top. If children need encouragement to investigate, invite them to take a look with a question like, "Have you seen what we have in the art area today? What do you think we could do with it?"

   Children will soon discover that they can use fingers and fists to draw on and sculpt the bag. The substance in the bag can then be smoothed, like a "magic slate" to start another picture.

   You may also try starting with portions of two different colors, which will eventually become blended.

6. Special notes: Be sure liquid is non-toxic. Use heaviest bag available, but be prepared for possible leakage. Double check seal before applying adhesive by holding upside-down. Actually, this is a good outdoor art activity, since any spills are easier to clean up.

   May also be used with older infants (under one year), but constant supervision is critical. Bits of bags may cause choking if swallowed, so be sure children don't chew on bags.

7. Teacher conversation: "Can you tell me how it feels?"
   "Let's try rubbing it with our fingers."
   "How is it different when you do that?"

8. ____________________. "Squeeze-painting bag," Texas Child Care Quarterly Vol. 4 (June 1980), p. 32

CD 401 **Annotated bibliography assignment** Schlueter, FS87

Select three books for young children and read each one. There is no restriction to what you can choose, except that they be appropriate for (or at least intended for) these ages

- at least one book (picture book, no words) appropriate or intended for infants
- at least one book (with words) appropriate or intended for infants
- at least one book (with words) appropriate or intended for toddlers

Do an annotated bibliography card for each of the ten books. You must use 5x8 index cards.

Begin by listing two topics or subjects the book represents. Generally, these will be listed in the front of any library book. However, you are free to create your own categories, if you like.

* * *

Next, identity the age of child for which the book would be appropriate. If the book suggests an age, be sure you consider whether another age may be more appropriate. if so list the suggested age along with your recommendation (identify each).

* * *

Give a complete bibliographic entry, using the format shown on the sample card, attached.

* * *

Write a brief summary of what the book or story is about. (Three to five sentences, approximately).

* * *

Using the criteria discussed in class , assess the strengths and weaknesses of the book.

Identify two strength and two weaknesses of the book, based on the criteria.

* * *

Please skip a space between each part of the assignment.

Annotated bibliography
Children's Literature

Sample card (5x8 card)

1. Parent/child relationships
2. Love/affection

Ages: Four, five and older

Hazen, Barbara Shook. Even If I Did Something Awful. New York: Worzalla Publishing Co., 1981.

A Preschooler breaks her mother's favorite vase while playing. She asks her mother if she would still love her even if she did a number of "awful" things. Her mother assures her that she will love her no matter what... even though some actions do result in consequences.

Strengths: #1. Portrays a realistic situation a child could identify with. #2. It's a very warm and happy story.
Weaknesses: #1 Does not have a quick or strong beginning. #2. Although the illustrations are excellent, they are not very colorful.

Weekly Activity Plan For ____________________ Week of ______________

Current Behavior/Interest		Activity Plan/Caregiver Role	Materials
	Large motor		
	Small motor		
	Sensory/ perceptual		
	Cognitive		
	Language		
	Social/ emotional		
	Literature		
	Music		

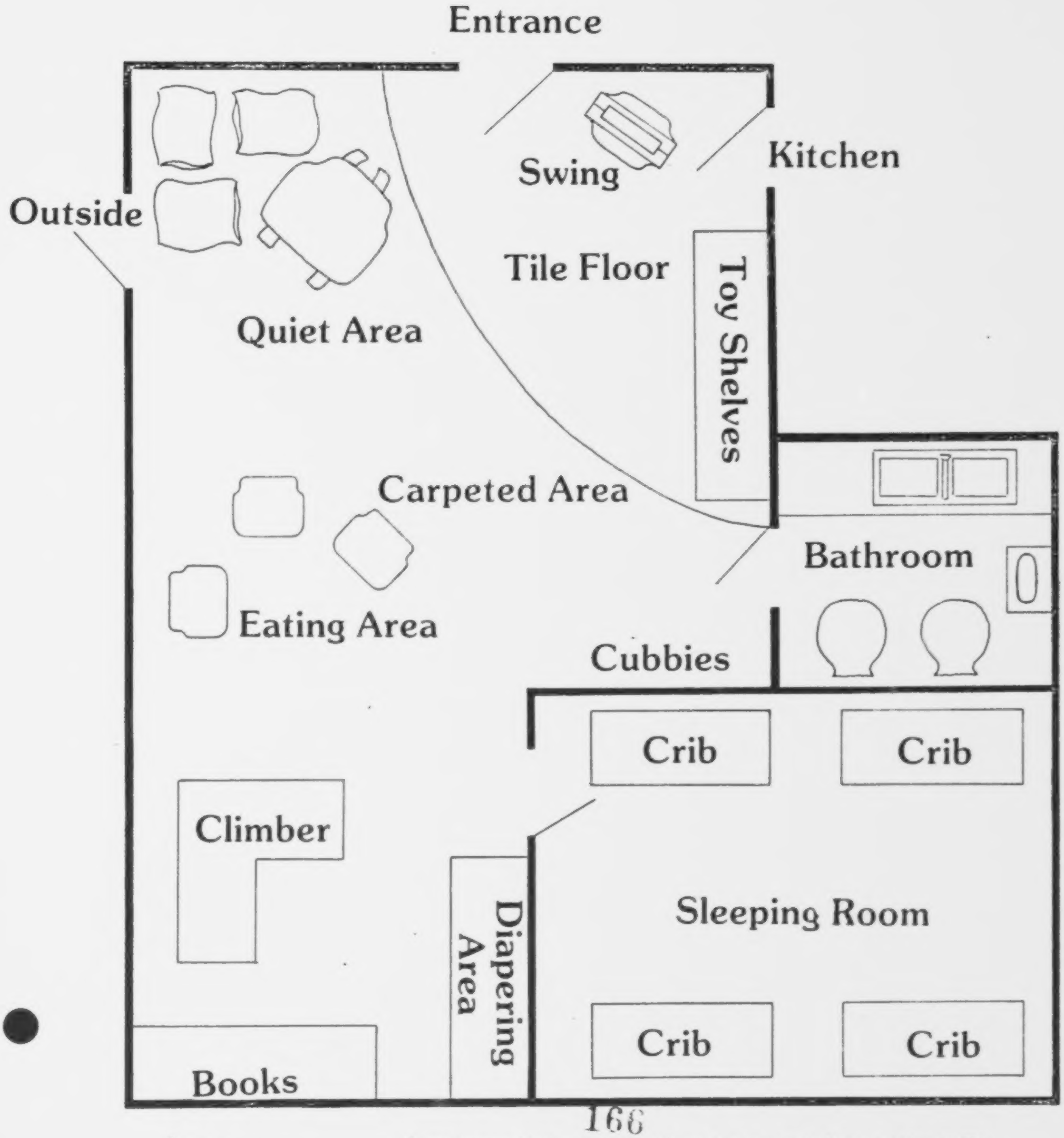
Discovery Learning

Discovery Learning...

- Is based on the assumption that children are naturally curious and motivated to experiment and make generalizations.
- Focuses on inductive reasoning or forming generalizations or principles from a number of related activities.
- Provides many problem-solving learning activities which introduce children to novel experiences, curious objects, experiments, demonstrations, etc.
- Provides materials with a few simple instructions. Avoids giving too much guidance. Lets the children explore and experiment themselves.
- Encourages hypothesis testing or predicting by asking “what if” questions.
- Creates an environment in which children feel free to learn from their errors. Promotes the trial and error method.

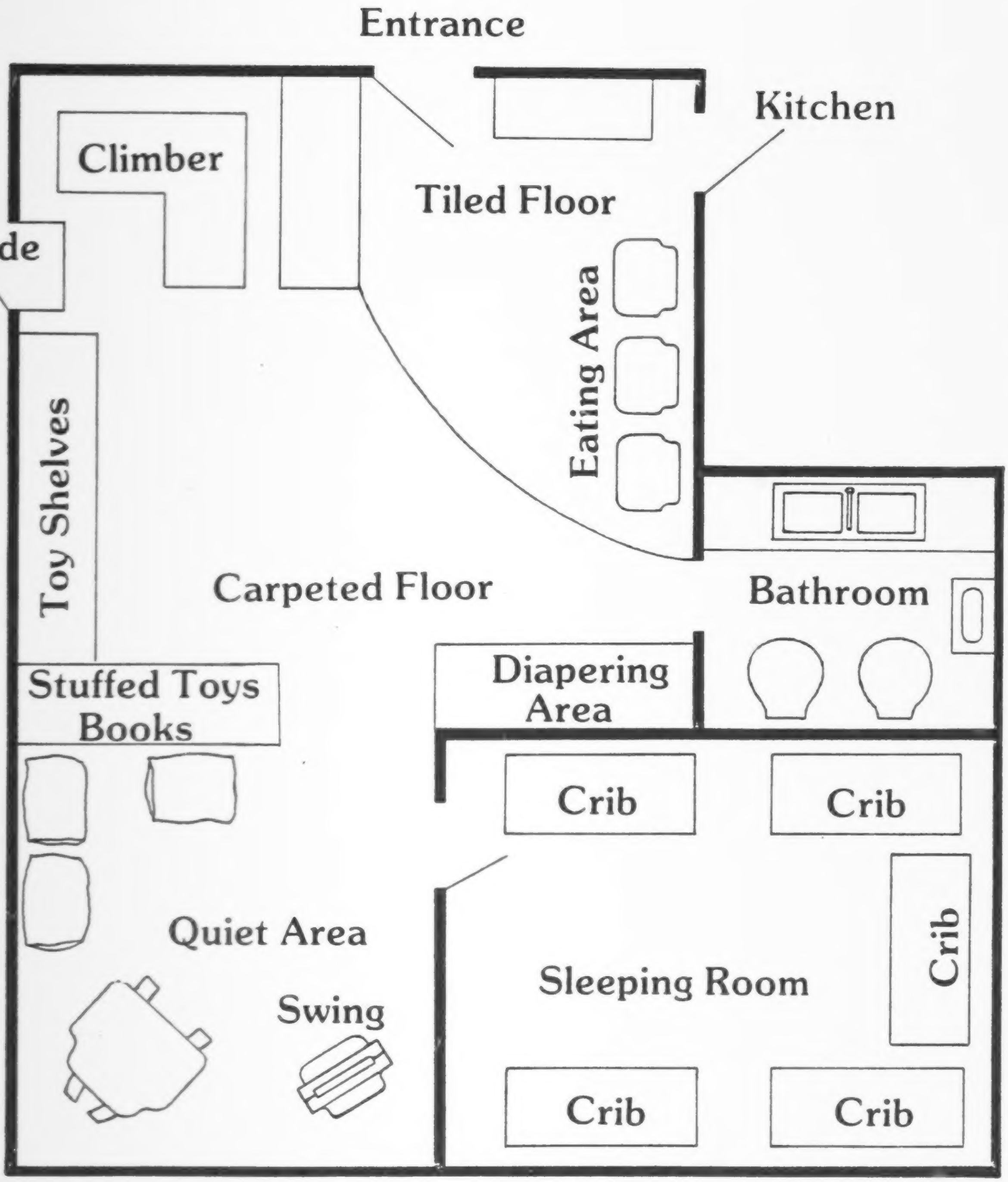
Source: __________. *Principles and Theories of Child Development: Instructor's Guide.* Lubbock, TX: Home Economics Instructional Materials Center, 1985, p. 130 (Not copy protected.)

Poorly Arranged Environment


Entrance
Kitchen
Swing
Outside
Tile Floor
Toy Shelves
Quiet Area
Carpeted Area
Bathroom
Eating Area
Cubbies
Crib
Crib
Climber
Sleeping Room
Diapering Area
Crib
Crib
Books

Source: ______________. *Caregivers of Infants and Toddlers: Instructor's Guide.* Lubbock, TX: Home Economics Instructional Materials Center, 1982, p. 120. (Not copy protected.)

Well-Arranged Environment


Entrance
Kitchen
Climber
Tiled Floor
Outside
Eating Area
Toy Shelves
Carpeted Floor
Bathroom
Diapering Area
Stuffed Toys Books
Crib
Crib
Crib
Quiet Area
Sleeping Room
Swing
Crib
Crib

Source: ______________. *Caregivers of Infants and Toddlers: Instructor's Guide.* Lubbock, TX: Home Economics Instructional Materials Center, 1982, p. 119. (Not copy protected.)

Space Arrangement for Infants and Toddlers

DIRECTIONS

Place a check by each feature present in the environment.

Indoor Environment

______ feeding or eating areas near kitchen or sink
______ separate sleeping area for infants
______ diaper area by bathroom
______ toilet area easily accessible for toddlers
______ place for caregiver recordkeeping
______ clock visible from all parts of the room
______ individual cubbies for children
______ ample storage space, not accessible to children
______ low barriers, used as partitions
______ smooth traffic flow
______ open shelves accessible to children
______ arranged to minimize confusion and distractions
______ private or cozy places
______ large, open play space
______ carpeted area
______ arranged into interest centers or areas
______ quiet play area
______ area for large motor toys
______ pretend play area for toddlers
______ area for construction or manipulative toys

Outdoor Environment

______ easily accessible from indoors
______ a variety of surfaces (grass, sand, sidewalk, etc.)
______ a variety of climbing structures
______ sand play area
______ place for wheel toys
______ shaded area
______ fenced
______ separate from older preschoolers
______ storage space
______ private or cozy spaces
______ accessible drinking water

Source: ______________. *Caregivers of Infants and Toddlers: Instructor's Guide.* Lubbock, TX: Home Economics Instructional Materials Center, 1982, p. 115 (Not copy protected.)

Promoting Independence

- Arrange the environment to allow children access to toys, to interest centers, to the restroom, etc.
- Provide toys and activities which are age-appropriate and not so difficult that an adult must help.
- Let the children do as much as they can for themselves when they are capable. Be patient and give the children time.
- Give choices to children. Say, "Do you want to paint or cut?" or "Which story should we read next?"
- Involve the children in caring for the environment, in preparing and serving meals, and in thinking of things to do.
- Encourage self-help skills such as dressing and undressing, self-feeding, and toileting.
- Keep simple yet consistent guidelines for the group. Be sure your expectations are in line with the children's abilities.
- Give positive reinforcement for children's independent behaviors.
- Respect children's preferences and wishes whenever possible.
- Model appropriate behaviors for children so that they can be guided to attain the same behaviors.
- Avoid using words which would shame the children or cause them to doubt their competence.
- Be sensitive enough to know when not to help.
- Be ready to support children when they feel frustrated and need security as they strive for independence.

Source: ______________. *Caregivers of Infants and Toddlers: Instructor's Guide* Lubbock, TX: Home Economics Instructional Materials Center, 1982, p. 99. (Not copy protected.)

Below is an example of the evaluation form which will be submitted by the student with the lab report. It will completed by the instructor and returned to the student. Interpretation of the percentage grade values is also indicated on this page.

Evaluation criteria for Lab Experience Reports

Strength Weakness

______ ______ Report was turned in on time.
______ ______ Directions were followed
______ ______ Handwriting is legible.
______ ______ Report was proofread and appropriately corrected
______ ______ Report is appropriately labeled
______ ______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ ______ Report of fact shows objectivity.
______ ______ Adequately detailed, concrete examples are used
______ ______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting
______ ______ Additional details of fact are not added during the interpretation section
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Report suggests good effort.

95% and above. Exceptionally nice job. Report makes it abundantly clear that the student understands the concept. Student has, in some way, done the job in an outstanding (rather than simply acceptable) way.

90% Perfectly adequate. It appears that student does understand the concept and has appropriately completed and submitted the report. Nothing to complain about.

80-89% Report is reasonably close to adequately meeting all requirements, but is lacking in some of the ways indicated above.

70-79% Report is substantially lacking is areas indicated above.

60-69% Report suggests that student may some understanding of the concept or has paid some attention to the details/requirements of the assignment, but is seriously lacking in areas indicted above.

0-59% Student has submitted something which bears little relationship to the original assignment and which clearly suggests disinterest and lack of effort in completing the assignment.

Grade ________ **LAB REPORT # 1**

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 401 Lab experience #1 Schlueter, FS87

REPORT OF FACT: Write a one-page report about what happened and what you did during your first lab period. You obviously need not include everything which happened, but do tell me about the high points. This is to be an objective reporting of facts and should not include your opinions, interpretation, feelings or reactions.

INTERPRETATION: Write a 1/2 page report of your reaction to starting or returning to lab. Your opinions, interpretations, feelings and reactions are appropriate here, but additional reporting of fact is not.

Complete the report on you own paper and **staple** to this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Strength	Weakness	**Evaluation criteria for Lab Experience Reports**
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used.
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Grade ________

LAB REPORT # 2

Name ______________________________ Date of observation ____________________

Lab site ______________________________ Time of observation ____________________

CD 401 Lab experience #2 Staff, FS87

During lab, watch for a brief "incident" (involving children) which has a beginning and an end. Write an anecdotal report of the incident.

REPORT OF FACT: Describe what you saw, including anything related that happened just before or right after the incident. Be objective; don't speculate. Include a description of what the child/children did and said, and a description of any response from the caregiver or other children.

INTERPRETATION: Interpret what you described above. You can speculate on what happened or why it happened. Try to be thoughtful, but you are not bound to being so objective here. Try to refer to class concepts, although we have only begun our study of child development.

Complete the report on you own paper and **staple** to this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Strength	Weakness	**Evaluation criteria for Lab Experience Reports**
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used.
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Grade ________

LAB REPORT ° 3

Name ______________________________ Date of observation ________________

Lab site ______________________________ Time of observation ________________

CD 401 Lab experience #3 (Safety Practices) Staff, FS87

Before you go for lab, be sure you have read the handout on Health and Safety Practices and Routines with Infant/Toddlers. During lab, look for **two** brief examples in which a caregiver's behavior/actions reflected safety or health issues you read about in the handout. Write an anecdotal report of both examples.

REPORT OF FACT: Describe what you saw, including anything related that happened just before or right after the incident. Be objective; don't speculate. Be careful to include observable behaviors and appearances only.

INTERPRETATION: Interpret what you described above. You can speculate on the caregiver's intentions and knowledge here as long as you base your speculation on the facts you reported above. Try to be thoughtful, but you are not bound to being so objective here. Try to refer to health/safety concepts illustrated in the handout.

Complete the report on you own paper and **staple** to this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two. Also be sure to clearly separate and label your **two** examples.

Strength Weakness..........**Evaluation criteria for Lab Experience Reports**

______ ______ Report was turned in on time.
______ ______ Directions were followed.
______ ______ Handwriting is legible.
______ ______ Report was proofread and appropriately corrected.
______ ______ Report is appropriately labeled.
______ ______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ ______ Report of fact shows objectivity.
______ ______ Adequately detailed, concrete examples are used.
______ ______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______ ______ Additional details of fact are not added during the interpretation section.
______ ______ Report shows thoughtfulness and insight on the part of student.

Report suggests good effort

Grade ______ **LAB REPORT # 4**

Name ____________________ Date of observation ______________

Lab site ____________________ Time of observation ______________

CD 401 Lab experience #4 (Scavenger hunt) Staff, FS87

Attached is a list of items for a "Scavenger Hunt." Anytime during your September labs, find a time to look for these items, so that you could readily find them as needed in the future.

For this assignment, you will simply fill in the attached "Scavenger Hunt" form according to its directions. Attach that form to this one an turn it in by the end of September.

For this assignment, do not worry about the format of REPORT OF FACT and INTERPRETATION:

Evaluation criteria for Scavenger Hunt:

______ Report was turned in on time

______ Directions were followed.
______ Handwriting is legible.
______ Report was proofreed and appropriately corrected

______ Adequately detailed, concrete descriptions of locations are used
______ Report suggest that the student did find, identify and make note of the the location of all of the items on the list
______ Report suggests good effort.

Check marks indicate problem areas for which points were deducted.

CD 401 **Lab Experience # 4** Schlueter

Scavenger Hunt

Find each of these things in the Infant/Toddler Building and make a brief note of the location.

1. First aid kit

2. Soap and Hand towels

4. Student bulletin board

5. Sign-in desk

6. All exits

7. Storage closets

8. Dishwashing supplies

9. Extra clothes for each child

10. Plastic bags and ways of labeling wet/soiled clothing to go home

11. Bulletin board for communicating with parents

12. Emergency exit plans

13. Cots for rest time (toddlers)

14. Children's restrooms

15. Staff restrooms

16. Blankets for rest time

17. Lesson plans for toddler room

18. Individual clipboards for infants

19. Sink for hand washing (Infant)

20. Sink for food preparation

21. Places for student's belongings

22. Infant scheduling board

23. Diapers and diapering supplies for each child (Infant)

24. Diapers and diapering supplies for each child (Toddlers)

25. Dishwashing supplies

26. Medication forms

27. Pegs for diaper bags (Infants)

28. Pegs for toddlers' coats and bags

29. Diapering instructions for infants

30. Diapering instructions for toddlers

31. Play yard storage shed

32. Bibs and washcloths

33. Laundry basket

34. Paper for wrapping soiled diapers

35. Day care license

Grade ________

LAB REPORT # 5

Name ______________________________ Date of observation ________________

Lab site ______________________________ Time of observation ________________

CD 401 Lab experience #5 Staff, FS87

During your lab period, pay close attention to the verbal guidance techniques of the caregivers.

REPORT OF FACT: Write five quotations of guidence statements used by caregivers, indicating who said each and briefly describing the situation in which it was used.

Write another five quotations telling only who said each.

INTERPRETATION: Interpret your report of fact with respect to your reactions to the guidance techniques and your perceptions of their effectiveness and the caregiver's motives for using them.

Complete the report on you own paper and **staple** to this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two

Strength	Weakness..........	**Evaluation criteria for Lab Experience Reports**
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used.
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Grade ______ **LAB REPORT # 6**

Name ____________________ Date of observation ______________

Lab site ____________________ Time of observation ______________

CD 401 Lab experience #6 (Reciprocal Interactions) Staff [illegible]

During [illegible] period, pay close attention to the patterns of [illegible] interactions between children and the caregivers.

REPORT OF FACT: write a brief report of a series of interactions in which a caregiver used both initiating and responding behaviors with one child.

INTERPRETATION: Interpret your report of fact by listing and labeling at least three initiating behaviors and three responding behaviors reported above.

Add a paragraph evaluating the appropriateness of the balance and timing of the initiating and responding pattern which you observed.

Complete the report on your own paper and **staple** to this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Strength	Weakness	**Evaluation criteria for Lab Experience Reports**
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used.
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Grade ________

LAB REPORT º 7

Name ____________________________ Date of observation ________________

Lab site ____________________________ Time of observation ________________

CD 401 Lab experience #7 (Reinforcement) Staff, F587

During your lab time, make a point to use reinforcement of desirable behaviors, either verbally or non-verbally.

Write a brief anecdotal report of an incident in which you used verbal reinforcement of a desirable behavior.

Write a second brief anecdotal report of an incident in which you used non-verbal reinforcement of a desirable behavior.

Complete the report on you own paper and **staple behind** this form. Clearly label each report of fact and each interpretation, leaving at least two lines of space between the two.

Strength	Weakness..........	**Evaluation criteria for Lab Experience Reports**
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used.
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Grade ______

LAB REPORT # 8

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 401 Lab experience #8 (Supervision) Staff, FS87

During your lab time be especially aware of supervision techniques such as placement and being aware of where a child goes when he leaves your vision.

Write an anecdotal report of a situation in which a caregiver made either an appropriate or inappropriate selection of a supervision position, given the circumstances at the time.

Write a second anecdotal report of a situation in which a caregiver was or was not appropriately aware of a child's movement out of the caregiver's field of supervision.

Complete the report on you own paper and **staple** to this form. For each anecdotal report clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Strength	Weakness	**Evaluation criteria for Lab Experience Reports**
		Report was turned in on time.
		Directions were followed.
		Handwriting is legible.
		Report was proofread and appropriately corrected
		Report is appropriately labeled.
		The student's selection of examples suggests understanding of the concept to be illustrated.
		Report of fact shows objectivity.
		Adequately detailed concrete examples are used.
		Interpretation and opinion are withheld until the interpretation portion of the report.
		Report shows thoughtfulness and insight on the part of student.
		Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
		Additional details of fact are not added during the interpretation section.
		Report shows thoughtfulness and insight on the part of student.
		Report suggests good effort.

Grade ________

LAB REPORT # 9

Name ______________________________ Date of observation ________________

Lab site ______________________________ Time of observation ________________

CD 401 Lab experience #9 (Principles of Caregiving) Staff, F387

Before going to lab, reread Ch. 2 in Infants and Caregiving to review the "Principles of Caregiving" described by Gonzalez-Mena and Eyer. Concentrate on implementing the "Principles of Caregiving" in your own behavior and watch for examples of representative behaviors in the staff caregivers.

Write an anecdotal report of an incident in which a staff caregiver implemented one of the "Principles of Caregiving."

REPORT OF FACT: Describe the incident, including the child's behavior and the caregiver's behavior.

INTERPRETATION: Interpret your report of fact in light of Ch. 2 in *Infants and Caregiving*, explaining how you believe the behavior represents the principle and how you think this principle contributes to the goals of the program.

Complete the report on you own paper and **staple behind** this form. Clearly label each report of fact and each interpretation, leaving at least two lines of space between the two.

Strength Weakness..........**Evaluation criteria for Lab Experience Reports**

____ ____ Report was turned in on time.
____ ____ Directions were followed.
____ ____ Handwriting is legible.
____ ____ Report was proofread and appropriately corrected.
____ ____ Report is appropriately labeled.
____ ____ The student's selection of examples suggests understanding of the concept to be illustrated.

____ ____ Report of fact shows objectivity.
____ ____ Adequately detailed, concrete examples are used.
____ ____ Interpretation and opinion are withheld until the interpretation portion of the report.
____ ____ Report shows thoughtfulness and insight on the part of student.

____ ____ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
____ ____ Additional details of fact are not added during the interpretation section.
____ ____ Report shows thoughtfulness and insight on the part of student.

____ ____ Report suggests good effort.

Grade ______

LAB REPORT #10

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 401 Lab experience #10 (Principles of Caregiving) Staff, F567

Before going to lab, reread Ch. 2 in *Infancy and Caregiving* to review the "Principles of Caregiving" described by Gonzalez-Mena and Eyer. Concentrate on implementing the "Principles of Caregiving" in your own behavior and watch for examples of representative behaviors in the staff caregivers.

Write an anecdotal report of an incident in which a staff caregiver implemented one of the "Principles of Caregiving." Please don't repeat the same principle you used for Lab #9.

REPORT OF FACT: Describe the incident, including the child's behavior and the caregiver's behavior.

INTERPRETATION: Interpret your report of fact in light of Ch. 2 in *Infancy and Caregiving*, explaining how you believe the behavior represents the principle and how you think this principle contributes to the goals of the program.

Complete the report on you own paper and **staple behind** this form. Clearly label each report of fact and each interpretation, leaving at least two lines of space between the two.

Strength Weakness.........**Evaluation criteria for Lab Experience Reports**

______ ______ Report was turned in on time.
______ ______ Directions were followed.
______ ______ Handwriting is legible.
______ ______ Report was proofread and appropriately corrected
______ ______ Report is appropriately labeled.
______ ______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ ______ Report of fact shows objectivity.
______ ______ Adequately detailed, concrete examples are used.
______ ______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______ ______ Additional details of fact are not added during the interpretation section.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Report suggests good effort.

Grade ________

LAB REPORT #11

Name ____________________________ Date of observation __________________

Lab site ____________________________ Time of observation __________________

CD 401 Lab experience #11 (Positive Floor Plan) Staff, F567

During your lab, pay special attention to the floor plan and arrangement of furniture and activities. Write an anecdotal report briefly summarizing three aspects of the physical floor plan which seem to be enhancing the quality of the program. This can be done in either the infant room or toddler room.

REPORT OF FACT: Briefly describe the selected areas.

INTERPRETATION: Briefly describe how or why you think the areas are working well.

Complete the report on you own paper and **staple** to this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two. Please number each of the three areas in both the report of fact and in the interpretation.

Strength Weakness.........**Evaluation criteria for Lab Experience Reports**

______ ______ Report was turned in on time.
______ ______ Directions were followed.
______ ______ Handwriting is legible.
______ ______ Report was proofread and appropriately corrected.
______ ______ Report is appropriately labeled.
______ ______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ ______ Report of fact shows objectivity.
______ ______ Adequately detailed, concrete examples are used.
______ ______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______ ______ Additional details of fact are not added during the interpretation section.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Report suggests good effort.

Grade ________

LAB REPORT #12

Name ______________________________ Date of observation ________________

Lab site ______________________________ Time of observation ________________

CD 401 Lab experience #12 (Negative Floor Plan) Staff, F987

During your lab, pay special attention to the floor plan and arrangement of furniture and activities. Write an anecdotal report briefly summarizing three aspects of the physical floor plan which seem to be a negative influence on the quality of the program. This can be done in either the infant room or toddler room.

REPORT OF FACT: Briefly describe the selected areas

INTERPRETATION: Briefly describe how or why you think the areas are not working well

Complete the report on you own paper and **staple behind** this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two. Please number each of the three areas in both the report of fact and in the interpretation

Strength Weakness.........**Evaluation criteria for Lab Experience Reports**

______ ______ Report was turned in on time.
______ ______ Directions were followed.
______ ______ Handwriting is legible.
______ ______ Report was proofread and appropriately corrected.
______ ______ Report is appropriately labeled.
______ ______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ ______ Report of fact shows objectivity.
______ ______ Adequately detailed, concrete examples are used.
______ ______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______ ______ Additional details of fact are not added during the interpretation section.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Report suggests good effort.

Grade ______

LAB REPORT # 14

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 401 Lab experience #14 Staff F567
(Sensory/perceptual activity plan)

Select a child who is usually present during your lab. Confirm your selection with your instructor in class so that each student has a different child to observe.

REPORT OF FACT: Write an anecdotal report of an incident which provides background information on which you could base selection of a developmentally appropriate sensory/perceptual experience for an upcoming lesson plan.

INTERPRETATION: Interpret your report of fact and then suggest one or more sensory/perceptual activites you think might be appropriate for this child in the near future, based on your observation and on your knowledge of development and developmentally appropriate practice.

Complete the report on you own paper and **staple behind** this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Strength Weakness..........**Evaluation criteria for Lab Experience Reports**

______ ______ Report was turned in on time.

______ ______ Directions were followed.

______ ______ Handwriting is legible.

______ ______ Report was proofread and appropriately corrected.

______ ______ Report is appropriately labeled.

______ ______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ ______ Report of fact shows objectivity.

______ ______ Adequately detailed, concrete examples are used.

______ ______ Interpretation and opinion are withheld until the interpretation portion of the report.

______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.

______ ______ Additional details of fact are not added during the interpretation section.

______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Report suggests good effort.

Grade ________   **LAB REPORT # 15**

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 401 Lab experience #15 Staff, F'87

(Language, literature, or music activity plan)

Select a child who is usually present during your lab. Confirm your selection with your instructor in class so that each student has a different child to observe.

REPORT OF FACT: Write an anecdotal report of an incident which provides background information on which you could base selection of a developmentally appropriate language, literature, or music experience for an upcoming lesson plan.

INTERPRETATION: Interpret your report of fact and then suggest one or more language, literature, or music activites you think might be appropriate for this child in the near future, based on your observation and on your knowledge of development and developmentally appropriate practice.

Complete the report on you own paper and **staple behind** this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Strength Weakness.........**Evaluation criteria for Lab Experience Reports**

______ ______ Report was turned in on time.

______ ______ Directions were followed.

______ ______ Handwriting is legible.

______ ______ Report was proofread and appropriately corrected.

______ ______ Report is appropriately labeled.

______ ______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ ______ Report of fact shows objectivity.

______ ______ Adequately detailed, concrete examples are used.

______ ______ Interpretation and opinion are withheld until the interpretation portion of the report.

______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.

______ ______ Additional details of fact are not added during the interpretation section.

______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Report suggests good effort.

Child Development 402

Discovery Learning II

McLennan Community College

Waco, Texas

CD 402: Discovery Learning II

McLennan Community College

Syllabus

CATALOG DESCRIPTION: CD 402 Discovery Learning II Provides for implementation of program planning for three through five year olds and includes: developing and organizing learning centers and environment; designing activities; scheduling; daily and weekly objective and activity planning; and guidance in a group setting. Prerequisite: CD 300 or concurrent enrollment. Three lecture *and* two laboratory hours per week.

INSTRUCTOR: Mrs. Cyndie Davis

OFFICE: Administration-Classroom Bldg., Room 308

PHONE: 756-6551 x288 (office hours: -______________________)

MESSAGES: Leave messages in mailbox in 312 Admin.-Classroom Bldg. or by phone at x207 with Nona Blevins, Human Services Secretary. Please leave phone number with your message.

REQUIRED TEXBOOKS: Lindberg, L., and Swedlow,R. *Young Children; Exploring and Learning*. Newton, Mass.:Allyn and Bacon, Inc., 1985.

Cherry,C.*Creative Art for the Developing Child.* Belmont,Calif.:David S. Lake Pub.,1972.

Bredekamp,S.,ed.*Developmentally Appropriate Practice.*Washington,DC: NAEYC., 1986. (You can purchase the first or second edition)

Compilation of materials by MCC's CD Dept. and prepared by Central Duplicating. Available in MCC Bookstore after final enrollment counts have been finalized.

Optional: Cherry,C.*Creative Movement for the Developing Child: A Nursery School Handbook for Non-Musicians*. Palo Alto,Calif.:Fearon Pitman Pub.,1968.

OTHER REQUIRED READINGS: Readings beyond the required texts will be assigned throughout the semester and will include instructor handouts, library sources/references, magazines and newspapers to be located by the student.

GENERAL COURSE OBJECTIVES:

Each student will...

*Identify and describe the essential components of a quality early childhood program.
*Design preschool classroom space into learning centers for activities such as block building, homeliving, books, art, manipulative and science.
*Identify and choose basic indoor and outdoor equipment for a preschool classroom.
*Define goals and objectives for preschool children which reflect their developmental needs.
*Plan and schedule daily and weekly activities for an all-day child care center which reflects understanding of children's needs for active and quiet periods, food and rest, and indoor and outdoor activities.
*Identify selection criteria for children's books and demonstrate ability to select appropriate books.
*Demonstrate appropriate techniques for story-telling and reading books to children.
*Recognize the basic developmental stages of art.
*Identify and explore the importance and the appropriateness of various dimensions of an art program for children.
*Experiment with many different kinds of art materials appropriate for use with preschoolers.
*Recognize basic facts about color principles.
*Demonstrate techniques for teaching music and movement skills to children.
*Identify transition activities and demonstrate how they are used.
*Define creativity and the goals for creative activities.
*Explain the role of the teacher in fostering creativity in children.
*Compile a collection of learning activities appropriate for use with children in the following areas: art, book, music, blocks, manipulative, science, dramatic play and outdoor play.

METHODS OF INSTRUCTION

A variety of instructional methods will be used to accomplish course objectives.(See page 2.) These will include but not be limited to :

*student reading,reviewing, and studying of the text, handouts, and other assigned readings.
*classroom lecture by instructor
*classroom discussion led by instructor, involving all students.
*small group discussions, supervised by instructor
*lab observations at MCC Child Development Centers
*written assignments by student as assigned by instructor.
*instructor feedback on student's performance on exams & other assignments.
*small group activities and projects as assigned and supervised by instructor.
*audio-visual materials such as filmstrips,videos, and overhead transparencies.
*participation in lab experiences in the MCC Child Development preschool.
*supervision feedback, evaluation and guidance by MCC Child Development Staff.

METHOD OF EVALUATION:

EXAMS................................200 pts.(20%)
Written exams over everything in the assigned readings, plus everything covered in class. There will be four exams: three regular exams and a final. The final will cover the last few weeks, plus some comprehensive questions over the main points of the entire semester.

LAB PERFORMANCE......................200 pts.(20%)
Based on the following:
*Documentation of lab attendance
*Attitude/cooperation with supervisor and other adults
*Performance/competence in working with children as reflected by the student evaluation form score assigned by the MCC Child Development director in cooperation with the classroom caregivers in the assigned rooms.

WRITTEN LAB ASSIGNMENTS...............200 pts.(20%)
Fifteen written lab reports based on planned experiences during the two-hour weekly lab period.

DISCOVERY LEARNING PROJECTS..........150 pts.(15%)
Each student will participate in planning projects for implementation of discovery learning concepts for preschool environments. These may be group or individual projects, depending in the final enrollment in the class and the instructor's perception of which would be most appropriate for students. Each student will also evaluate their own and/or other project plans.
These projects will include such areas as planning indoor environments and floor plans, planning outdoor environments. scheduling and routines, lesson planning and specific activities.

LIBRARY..............................150 pts.(15%)
1)Activity cards as assigned covering the areas as art. music, literature, movement, dramatic play, science,manipulative, gross motor, and blocks. 2)Annotated bibliography cards covering the above areas.

DAILY ATTENDENCE AND PARTICIPATION....100 pts.(10%)
Based on the following:
*Class attendance
*Participation in activities
*Brief written responses during class time
*Evidence that assigned readings have been completed before class time

TOTAL= 1000 pts. with grades assigned as follows:
A = 900-1000 pts.
B = 800-899 pts.
C = 700-799 pts.
D = 600-699 pts.
E = 0-599 pts.

COURSE OUTLINE:

I. Setting the Stage for Discovery Learning
- A. What is Discovery Learning to a Preschooler?
- B. The teacher's role in Discovery Learning
  - 1. Becoming a competent observer
  - 2. Knowing developmental stages
  - 3. Guiding young children toward Discovery Learning

II. Planning the Environment for Discovery Learning
- A. Organizing learning centers
- B. Materials and equipment
- C. Scheduling, routines, and transitions
- D. Lesson planning
- E. Writing goals and objectives for Discovery Learning

III. Planning Activities for Discovery Learning
- A. Play and Discovery Learning
  - 1. Play and development
  - 2. Dramatic play centers
- B. Aesthetics and creativity
  - 1. Children's art
    - a. Developmental stages of art
    - b. Implementing the preschool art program/The art center
    - c. Art media: crayons; paint; cutting,tearing and pasting; and modeling materials
  - 2. Music and movement
    - a. The developmental significance of music and movement
    - b. Planning music and movement experiences/ Grouptime; The music center; and outdoor play
- C. Enhancing language development
  - 1. Books and storytelling
  - 2. Choosing appropriate books/The book center
  - 3. Developmentally appropriate pre-reading experiences
- D. Encouraging mathematical explorations
  - 1. Mathematical skills and concepts
  - 2. Developmentally appropriate pre-math activities/ The block center; The manipulative center
- E. Fostering scientific discoveries
  - 1. Scientific skills and concepts
  - 2. Science in the classroom/planned and spontaneous experiences
- F. Nurturing social awareness in preschool children
  - 1. Social studies in the classroom
  - 2. Activities to encourage pro-social skills

INSTRUCTOR POLICIES:

ATTENDANCE: I believe that regular attendance is important, both because of it's relationship to academic success and because it is the first step in establishing the habit and reputation of dependability in the world of work.

The MCC General Catalog includes several very important attendance policies with which you should become familiar. In calculating your points for attendance (see Method of Evaluation) I count every absence, regardless of excuse. In the end, every absence does have consequences. Furthermore, nearly every student in the span of a semester will have a few days when illness or emergencies interferes in some way with their ideal performance.

MINIMUM ATTENDANCE REQUIREMENTS: You must attend at least 80% of the class meetings to complete the course. A passing grade cannot be assigned to a student whose absences exceed 20% of the class meetings regardless of the quality of work the student submits.

When you are absent from class,you are encouraged to contact your instructor and inform them of your status. Furthermore, you are responsible for finding out what was missed and for making the effort to complete assigned work on time. Ideally, you should avoid coming to the next class meeting unless you have checked with another student to determine whether any changes in class routines have been made. Telling the instructor you are not prepared for class because you were absent is not an acceptable excuse.

LAB REQUIREMENTS: Each student must submit documentation of 30 hours of lab participation to complete the course. Lab attendance must be distributed throughout the semester so that the student is fulfilling lab requirements and assignments each week throughout the semester. Scheduling and makeup for lab hours in the campus lab must be arranged with the approval of the center director, Mrs. Caudle (756-6551 x340).

A passing grade cannot be assigned to a student whose lab hours do not total 30 hours, regardless of classroom attendance or the quality of written work submitted. Furthermore, a student whose absences in lab accumulate to 20% of the total lab hour requirement without an approval plan for makeup labs, will be withdrawn from the class regardless of classroom attendance or quality of written work.

MAKE-UP EXAMS: To be consistent with MCC policies, I will allow make-up exams only for the following reasons; 1) authorized participation in official College functions, 2)personal illness (doctor's note required), 3)death in the immediate family.

Make-up exams differ from the original exam and will be composed entirely of essay questions. Requests for a make-up exam must be done before the next class period.

LATE PAPERS: All papers are due on my desk at the beginning of class, otherwise they will be counted as late. Late papers will be reduced 10% immediately, and another 10% after one week (20% total). **No paper will be accepted more than two weeks after its due date.**

GENERAL INSTRUCTIONS: All assignments consisting of more than one page must be stapled or paper clipped together. This is for your protection. Points will also be deducted if papers are not secured.

A course grade of "Incomplete" will be given to students who have completed over 80% of their lab hours but have not finished all 30 hours. . (If, at the end of the semester, a student has made no attempt to make-up lab hours and has missed more than 20% of lab, he/she will be dropped from the class.)

When "Incomplete" grades are given it is the student's responsibility to keep an account of all missed assignments and/or lab hours. Student's are strongly encouraged to complete all course work as soon as possible. However, the next semester's classes and student's are the instructor's first priority, therefore, the instructor cannot promise when the new grade can be recalculated. (As you can see I strongly advise students to complete course work on time!)

CD ______ Lab hours diary for ____________________

Date	Time in	Time out	Hours/min.	Signature if required

Below is an example of the evaluation form which will be submitted by the student with the lab report. It will completed by the instructor and returned to the student. Interpretation of the percentage grade values is also indicated on this page.

Evaluation criteria for Lab Experience Reports

Strength	Weakness	
_____	_____	Report was turned in on time.
_____	_____	Directions were followed.
_____	_____	Handwriting is legible.
_____	_____	Report was proofread and appropriately corrected.
_____	_____	Report is appropriately labeled.
_____	_____	The student's selection of examples suggests understanding of the concept to be illustrated.
_____	_____	Report of fact shows objectivity.
_____	_____	Adequately detailed, concrete examples are used.
_____	_____	Interpretation and opinion are withheld until the interpretation portion of the report.
_____	_____	Report shows thoughtfulness and insight on the part of student.
_____	_____	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
_____	_____	Additional details of fact are not added during the interpretation section.
_____	_____	Report shows thoughtfulness and insight on the part of student.
_____	_____	Report suggests good effort.

95% and above. Exceptionally nice job. Report makes it abundantly clear that the student understands the concept. Student has, in some way, done the job in an outstanding (rather than simply acceptable) way.

90% Perfectly adequate. It appears that student does understand the concept and has appropriately completed and submitted the report. Nothing to complain about.

80-89% Report is reasonably close to adequately meeting all requirements, but is lacking in some of the ways indicated above.

70-79% Report is substantially lacking is areas indicated above.

60-69% Report suggests that student may some understanding of the concept or has paid some attention to the details/requirements of the assignment, but is seriously lacking in areas indicted above.

0-59% Student has submitted something which bears little relationship to the original assignment and which clearly suggests disinterest and lack of effort in completing the assignment.

McLennan Community College
CD 402
LAB REPORT #1

DATE DUE:___________ **GRADE**______

Name__________________ Date of observation__________________

Lab site________________ Time of observation_______________

1. Report of fact: Observe a group of preschoolers engaged in an activity. Describe the children's behavior and their verbal communication as precisely as possible.

2. Interpretation: State your interpretation of the children's behavior. (What do you think were some reasons for the children's physical and verbal behavior? How do you think the children were feeling while they were engaged in their activities?)

Complete the above on separate paper and staple to this form.

EVALUATION CRITERIA FOR LAB EXPERIENCE REPORTS

	Needs Improvement	Good Performance
Report was turned in on time.		
Directions were followed.		
Handwriting is legible.		
Report was proofread and appropriately corrected.		
Report is appropriately labeled.		
The student's selection of examples suggests understanding of concept.		
Report of fact shows objectivity.		
Adequately detailed,concrete examples used.		
Interpretation and opinion are withheld until interpretation section.		
Report shows thoughtfulness and insight on student's part.		
Interpretation is accurate and thorough showing that student is able to apply class concepts to the live setting.		
Additional details of fact are not added in interpretation section.		
Report shows thoughtfulness and insight on student's part.		
Report suggests good effort.		

McLennan Community College

CD 402
LAB REPORT #2

DATE DUE:___________ **GRADE**______

Name___________________ Date of observation__________________

Lab site_________________ Time of observation________________

1. Report of fact: Describe 3 incidents where you observed preschool children engaged in discovery learning experiences.

2. Interpretation: State your interpretation of the children's behavior and why their activities were considered discovery learning experiences.

Complete the above on separate paper and staple to this form.

EVALUATION CRITERIA FOR LAB EXPERIENCE REPORTS

	Needs Improvement	Good Performance
Report was turned in on time.		
Directions were followed.		
Handwriting is legible.		
Report was proofread and appropriately corrected.		
Report is appropriately labeled.		
The student's selection of examples suggests understanding of concept.		
Report of fact shows objectivity.		
Adequately detailed,concrete examples used.		
Interpretation and opinion are withheld until interpretation section.		
Report shows thoughtfulness and insight on student's part.		
Interpretation is accurate and thorough showing that student is able to apply class concepts to the live setting.		
Additional details of fact are not added in interpretation section.		
Report shows thoughtfulness and insight on student's part.		
Report suggests good effort.		

McLennan Community College

CD 402
LAB REPORT #3

DATE DUE:___________ **GRADE**______

Name__________________ Date of observation__________________

Lab site_________________ Time of observation_______________

1. Report of fact: Choose two preschoolers of the same sex and approximately the same age to observe. Describe the following:
    a. Children's age & sex
    b. Children's physical appearance: facial features, body type, coloring, etc...
    c. Childrens actions
    d. Some of each child's verbal communication

2. Interpretation: Make a general assessment of each child's development. Then compare the similarities & differences in each child's development. (Remember this is your interpretation of each child based on one day of observation. Recognize the limitations & possible inaccuracies that may occur.)

Complete the above on separate paper and staple to this form.

EVALUATION CRITERIA FOR LAB EXPERIENCE REPORTS

	Needs Improvement	Good Performance
Report was turned in on time.		
Directions were followed.		
Handwriting is legible.		
Report was proofread and appropriately corrected.		
Report is appropriately labeled.		
The student's selection of examples suggests understanding of concept.		
Report of fact shows objectivity.		
Adequately detailed, concrete examples used.		
Interpretation and opinion are withheld until interpretation section.		
Report shows thoughtfulness and insight on student's part.		
Interpretation is accurate and thorough showing that student is able to apply class concepts to the live setting.		
Additional details of fact are not added in interpretation section.		
Report shows thoughtfulness and insight on student's part.		
Report suggests good effort.		

McLennan Community College

CD 402
LAB REPORT #4

DATE DUE:___________ **GRADE**______

Name__________________ Date of observation__________________

Lab site_________________ Time of observation_______________

During this scheduled lab period, you will be working on using positive guidance techniques with the preschoolers. Use at least four guidance techniques. They may be redirection, logical consequences, positive statements, or time-out. Remember to assess the situation and only use a guidance technique that is appropriate to the child and the situation. If you do not feel comfortable guiding a certain child please ask a teacher to intervene.

1. Report of fact: Describe each incident: child/children involved; what lead up to the incident; child/children's behavior; and your behavior.

2. Interpretaion: Interpret your actions in each of the situations. How successful were you in changing child's behavior? How did you feel?

Complete the above on separate paper and staple to this form.

EVALUATION CRITERIA FOR LAB EXPERIENCE REPORTS

	Needs Improvement	Good Performance
Report was turned in on time.	___________	___________
Directions were followed.	___________	___________
Handwriting is legible.	___________	___________
Report was proofread and appropriately corrected.	___________	___________
Report is appropriately labeled.	___________	___________
The student's selection of examples suggests understanding of concept.	___________	___________
Report of fact shows objectivity.	___________	___________
Adequately detailed,concrete examples used.	___________	___________
Interpretation and opinion are withheld until interpretation section.	___________	___________
Report shows thoughtfulness and insight on student's part.	___________	___________
Interpretation is accurate and thorough showing that student is able to apply class concepts to the live setting.	___________	___________
Additional details of fact are not added in interpretation section.	___________	___________
Report shows thoughtfulness and insight on student's part.	___________	___________
Report suggests good effort.	___________	___________

McLennan Community College

CD 402
LAB REPORT #5

DATE DUE:___________ **GRADE**______

Name__________________ Date of observation_________________

Lab site_________________ Time of observation_______________

The Learning Environment

1. Report of fact: Observe the arrangement of the learning centers at the lab school. Draw a floor plan of the preschool building, including all three classrooms. Be specific in designating where each learning area is located. (At this time you will not need to draw specific equipment in each area.) You should be able to complete your floor plan from memory.

2. Interpretation: Discuss how effectively the learning center arrangement meets children's needs?

Complete the following on separate paper and staple to this form.

EVALUATION CRITERIA FOR LAB EXPERIENCE REPORTS

	Needs Improvement	Good Performance
Report was turned in on time.		
Directions were followed.		
Handwriting is legible.		
Report was proofread and appropriately corrected.		
Report is appropriately labeled.		
The student's selection of examples suggests understanding of concept.		
Report of fact shows objectivity.		
Adequately detailed, concrete examples used.		
Interpretation and opinion are withheld until interpretation section.		
Report shows thoughtfulness and insight on student's part.		
Interpretation is accurate and thorough showing that student is able to apply class concepts to the live setting.		
Additional details of fact are not added in interpretation section.		
Report shows thoughtfulness and insight on student's part.		
Report suggests good effort.		

McLennan Community College

CD 402
LAB REPORT #6

DATE DUE __________ **GRADE** ________

Name__________________ Date of observation______________________

Lab site________________ Time of observation___________________

Materials and Equipment

1. Report of fact: Observe three learning centers. Describe how materials and equipment are being used in each learning center. Use the following format:

#1 Learning center________________ Room_________________

List of materials and equipment:

Specific use of materials and equipment:

2. Interpretation: Interpret how you feel materials and equipment meets children's need?

Complete the following on separate paper and staple to this form.

EVALUATION CRITERIA FOR LAB EXPERIENCE REPORTS

	Needs Improvement	Good Performance
Report was turned in on time.		
Directions were followed.		
Handwriting is legible.		
Report was proofread and appropriately corrected.		
Report is appropriately labeled.		
The student's selection of examples suggests understanding of concept.		
Report of fact shows objectivity.		
Adequately detailed, concrete examples used.		
Interpretation and opinion are withheld until interpretation section.		
Report shows thoughtfulness and insight on student's part.		
Interpretation is accurate and thorough showing that student is able to apply class concepts to the live setting.		
Additional details of fact are not added in interpretation section.		
Report shows thoughtfulness and insight on student's part.		
Report suggests good effort.		

McLennan Community College

CD 402
LAB REPORT #7

DATE DUE:__________ **GRADE**______

Name__________________ Date of observation__________________

Lab site________________ Time of observation________________

Scheduling

1. Report of fact: Observe and take note of the daily schedule at the MCC preschool center. Attach to this form.

2. Interpretation: a. Discuss how caregivers implement the daily schedule. (Is it closely followed or are changes made due to weather, etc...) b. Critique the daily schedule according to criteria in text and criteria discussed in class.

Complete the following on separate paper and staple to this form.

EVALUATION CRITERIA FOR LAB EXPERIENCE REPORTS

	Needs Improvement	Good Performance
Report was turned in on time.		
Directions were followed.		
Handwriting is legible.		
Report was proofread and appropriately corrected.		
Report is appropriately labeled.		
The student's selection of examples suggests understanding of concept.		
Report of fact shows objectivity.		
Adequately detailed, concrete examples used.		
Interpretation and opinion are withheld until interpretation section.		
Report shows thoughtfulness and insight on student's part.		
Interpretation is accurate and thorough showing that student is able to apply class concepts to the live setting.		
Additional details of fact are not added in interpretation section.		
Report shows thoughtfulness and insight on student's part.		
Report suggests good effort.		

McLennan Community College

CD 402
LAB REPORT #8

DATE DUE:___________ **GRADE**______

Name__________________ Date of observation__________________

Lab site_________________ Time of observation_______________

Routines and Transitions

1. Report of fact: During your two-hour lab time, describe all the routine times that occur and the transition activities that precede or follow each " routine".

2. Interpretation: Discuss how children respond to the daily routines and the transition activities. (Do children seem to have an easy time with daily routines? Do they respond positively to transition activities?)

Complete the following on separate paper and staple to this form.

EVALUATION CRITERIA FOR LAB EXPERIENCE REPORTS

	Needs Improvement	Good Performance
Report was turned in on time.		
Directions were followed.		
Handwriting is legible.		
Report was proofread and appropriately corrected.		
Report is appropriately labeled.		
The student's selection of examples suggests understanding of concept.		
Report of fact shows objectivity.		
Adequately detailed,concrete examples used.		
Interpretation and opinion are withheld until interpretation section.		
Report shows thoughtfulness and insight on student's part.		
Interpretation is accurate and thorough showing that student is able to apply class concepts to the live setting.		
Additional details of fact are not added in interpretation section.		
Report shows thoughtfulness and insight on student's part.		
Report suggests good effort.		

McLennan Community College

CD 402
LAB REPORT #9

DATE DUE:_________ **GRADE**_______

Name______________________________ Date of observation_____________

Lab site__________________________ Time of observation_____________

Lesson Planning

1. Report of fact: During your two-hour lab time, describe the following information from the posted lesson plans:
    - a. Unit title; Week of ___________
    - b. Daily emphasis; Date __________
    - c. Activities that occurred during your lab time, written in the format below:

Time/Learning area/Knowledge area/Beh. Obj./Teacher responsibility/Materials

2. Interpretation: Using Chap. 6, pp. 115-121, evaluate the lesson plan. Discuss it's strengths and weaknesses. Refer to specific criteria in text or discussed in class.

Complete the following on separate paper and staple to this form.

EVALUATION CRITERIA FOR LAB EXPERIENCE REPORTS

	Needs Improvement	Good Performance
Report was turned in on time.		
Directions were followed.		
Handwriting is legible.		
Report was proofread and appropriately corrected.		
Report is appropriately labeled.		
The student's selection of examples suggests understanding of concept.		
Report of fact shows objectivity.		
Adequately detailed,concrete examples used.		
Interpretation and opinion are withheld until interpretation section.		
Report shows thoughtfulness and insight on student's part.		
Interpretation is accurate and thorough showing that student is able to apply class concepts to the live setting.		
Additional details of fact are not added in interpretation section.		
Report shows thoughtfulness and insight on student's part.		
Report suggests good effort.		

McLennan Community College

CD 402
LAB REPORT #10

DATE DUE:________ **GRADE**_______

Name______________________________ Date of observation______________

Lab site___________________________ Time of observation______________

Play and the Environment

Observe the indoor and outdoor environment at the preschool center. Notice how the arrangement of areas, materials, or equipment encourages play.

1. Report of fact: Describe three examples where you believe the environment encouraged children's play. Cite specific examples of where the arrangement of areas, materials, and/or equipment encouraged play. Number each example.

2. Interpretation: Discuss how the arrangement of areas, materials, and/or equipment encouraged play. Number your comments according to #1.

Complete the following on separate paper and staple to this form.

EVALUATION CRITERIA FOR LAB EXPERIENCE REPORTS

	Needs Improvement	Good Performance
Report was turned in on time.		
Directions were followed.		
Handwriting is legible.		
Report was proofread and appropriately corrected.		
Report is appropriately labeled.		
The student's selection of examples suggests understanding of concept.		
Report of fact shows objectivity.		
Adequately detailed, concrete examples used.		
Interpretation and opinion are withheld until interpretation section.		
Report shows thoughtfulness and insight on student's part.		
Interpretation is accurate and thorough showing that student is able to apply class concepts to the live setting.		
Additional details of fact are not added in interpretation section.		
Report shows thoughtfulness and insight on student's part.		
Report suggests good effort.		

McLennan Community College

CD 402
LAB REPORT #11

DATE DUE:__________ **GRADE**_______

Name________________________________ Date of observation______________

Lab site__________________________ Time of observation______________

Art and Creativity

1. Report of fact: Observe children participating in a creative art experience. Describe :
   - a. Name of the activity
   - b. Materials
   - c. Teacher's role
   - d. Children's behavior

2. Interpretation: Discuss why the activity is a creative art activity. How does the activity enhance children's creativity?

Complete the following on separate paper and staple to this form.

EVALUATION CRITERIA FOR LAB EXPERIENCE REPORTS

	Needs Improvement	Good Performance
Report was turned in on time.		
Directions were followed.		
Handwriting is legible.		
Report was proofread and appropriately corrected.		
Report is appropriately labeled.		
The student's selection of examples suggests understanding of concept.		
Report of fact shows objectivity.		
Adequately detailed,concrete examples used.		
Interpretation and opinion are withheld until interpretation section.		
Report shows thoughtfulness and insight on student's part.		
Interpretation is accurate and thorough showing that student is able to apply class concepts to the live setting.		
Additional details of fact are not added in interpretation section.		
Report shows thoughtfulness and insight on student's part.		
Report suggests good effort.		

McLennan Community College

CD 402
LAB REPORT #12

DATE DUE:_________ **GRADE**______

Name______________________________ Date of observation_____________

Lab site__________________________ Time of observation_____________

Student Lab Evaluation

1. Report of fact: Write a one-page evaluation of your experiences this semester at the MCC Preschool Center. (Please do an honest evaluation.)

2. Interpretation: Discuss how your experiences will influence your role in working with young children. Be specific.

Complete the following on separate paper and staple to this form.

EVALUATION CRITERIA FOR LAB EXPERIENCE REPORTS

	Needs Improvement	Good Performance
Report was turned in on time.		
Directions were followed.		
Handwriting is legible.		
Report was proofread and appropriately corrected.		
Report is appropriately labeled.		
The student's selection of examples suggests understanding of concept.		
Report of fact shows objectivity.		
Adequately detailed,concrete examples used.		
Interpretation and opinion are withheld until interpretation section.		
Report shows thoughtfulness and insight on student's part.		
Interpretation is accurate and thorough showing that student is able to apply class concepts to the live setting.		
Additional details of fact are not added in interpretation section.		
Report shows thoughtfulness and insight on student's part.		
Report suggests good effort.		

PROP BOXES FOR CREATIVE DRAMATIC PLAY

Cathey Smith, Program Director
Joy McClelen, Teacher
Evangelia Settlement

INTRODUCTION

What is a prop box?

A prop box is composed of specialized items combined to foster a specific type of play. It's a box of real things from the real world. This combination of real things can afford a child hours of enjoyment while providing an educational experience.

Why should teachers use prop boxes in their classrooms?

Young children gain much by roleplays and using materials included in prop boxes. For example, dramatic play:

(1) Helps children develop language skills
(2) Helps children learn roles of adults in the home.
(3) Helps children increase their understanding of the roles adults play in the outside world.
(4) Helps children to see what it's like to be another person.
(5) Provides children a way to examine and express feelings in socially acceptable ways.
(6) Provides opportunities for children to work through stressful experiences.
(7) Gives children a chance to practice and refine their social skills.
(8) Allows children to create fantasies and be creative.
(9) Lets children feel bigger, more powerful, and eases feelings of helplesness.
(10) Encourages reading the writing in a relaxed atmosphere.
(11) Encourages children to talk about their homes, cultures and personal lives.
(12) Encourages cooperative play.
(13) Provides a natural and spontaneous means for children to learn concepts, develop vocabulary and practice basic skills.
(14) Is fun.

What is the teacher's role in dramatic play?

The role of the teacher primarily is one of provider and interested observer, not of director. The teacher has the responsibility of providing materials and props that support, encourage and stimulate dramatic play. The teacher also arranges for areas specifically designed for dramatic play. In the role of observer, the teacher has the opportunity to gain insight into the child's inner feelings, fear, and problems. Careful observation of dramatic play can also provide understanding of the child's grasp of certain concepts and ideas. By carefully noting recurring themes in the play, roles taken, and conversations, the teacher can gain a better understanding of the children under her responsibility.

What are some ways teachers can foster dramatic play in their classrooms?

(1) Provide props and dress-up clothes to stimulate spontaneous role playing of familiar persons.

(2) Introduce children to new workers' roles and ideas that might suggest roles for dramatic play.

(3) Provide a full length mirror to enable children to see how they look in their clothing.

(4) Allow sufficient time in the schedule for children to develop dramatic play roles and themes (at least 30-50 minutes).

(5) Listen to and talk with the children as they play but do not direct the play.

(6) Suggest a relevant supporting role for a child who is having difficulty entering a dramatic play situation.

(7) When needed, help get dramatic play started by taking a role and being an active participant. Then quietly withdraw after play gets started.

(8) Maintain clearly defined limits for each dramatic play area.

(9) Set up areas and provide equipment on the playground for dramatic play.

(10) Encourage language development by supplying labels for equipment, roles, and ideas children are dramatizing.

(11) Allow children to make props and to use them for dramatic play.

EXAMPLES OF PROP BOXES

1. BAKERY: mixing bowls, measuring cups and spoons, egg beaters, cookie sheets, pans, rolling pins, cookie cutters, wooden spoons, rubber scrapers, baker's hat, empty food containers such as--milk cartons, crisco can, salt, baking soda, baking powder, oatmeal, cake, powdered sugar, etc., recipe card with pictures of ingredients and amount, play dough for making cookies, cakes, etc.

2. BALLERINA COSTUMES: Have several ballerina costumes out for the children to wear. Set up the record player and use recrods such as the Nutcracker Suite. Encourage the children to dance or move to the music. Some enjoy taking their shoes off and dancing on a tumbling mat. Hats, arm bands, flags, pom-poms, etc. add something extra to the costumes.

3. BARBER SHOP: towels, razors without blades, old electric razors, plastic cover-ups,shaving cream (can or whipped ivory flakes), pan of water, mirror, combs, brushes, hair dryer.

4. BATHING DOLLS: Cover the floor with rugs. Have a small tub of water with some soap in it. Put a doll in the water. Have towels and wash cloths nearby and an empty bottle of baby powder. Provide several sets of clothes to fit the dolls and other baby accessories such as a diaper bag, baby bottles, rattles, toys, and other supplies mother's need in caring for their babies.

5. BEAUTY SHOP: hair dryer, rollers, combs, brushes, hair pins, mirror, old make-up containers, empty hair spray cans, empty shampoo bottles, wigs, plastic cover-ups, magazines, hair dryer made from an ice cream carton (round) and a stick. Attach hair dryer to chair with string.

6. BIRTHDAY: party hats, paper plates, paper cups, napkins, plastic spoons, forks and knives, birthday cake made out of playdough with candles, presents, party favors, Happy Birthday streamers.

7. COWBOYS AND INDIANS: cowboy boots, vests, chaps, hats, ropes, gloves paper horse or cow head pictures, saddle, Indian head dress, papoose, Indian costumes, drums.

8. DENTIST: Set up a dentist office and waiting room in one corner. Provide a chair, desk, mirror, teeth x-rays, tooth brushes, dolls, etc. Children can take turns playing receptionist, dentist, dental assistant and lab technician.

9. DOCTOR: Cover cot with blanket. Set out some dolls to serve as patients. Set out doctor kit, band-aids, empty medicine bottles, plastic syringes, tape, cotton, pad and pencil, nurses cap, telephone, children's sunglasses minus their lenses, tape measure or height chart, white shirts for doctors coats or nurses uniforms, black bag, and empty band-aid boxes. If used outside, put a sign on a wagon hooked to a tricycle saying "ambulance".

10. DRESS-UP CLOTHES: men's shirts, ties, jackets, hats, shoes, boots, lunch pail, briefcase, suitcase, belts; women's dresses, skirts, hats, shirts, purses, shoes, jewelery, gloves, suitcases.

11. FIREFIGHTER: hose, wagon, trikes, ladder, hats, red boots, children's raincoats. Label trikes as fire engines and wagons as ambulances.

12. FISHERPERSON: net, poles with string attached and magnets at the end of of the string, paper, cardboard, plastic or tile fish with paper clips attached, boat made from hollow blocks or a cardboard box.

13. FOREIGN COUNTRIES: costumes, shoes, hats, money, toys, decorations, etc. from countries outside the U.S.

14. GROCERY STORE: empty food boxes and cans, grocery sacks; cash register, play money, shopping cart, aprons, pad and pencil, shelves made from hollow blocks or tables, plastic fruits and vegetables, baskets, signs, store banners.

15. HAMBURGER STAND: Can use a particular restaurant such as McDonald's, Wendy's, or Hardee's. Get hats, cups, napkins, plastic knoves, forks, and spoons, sacks, French fry sacks, hamburger boxes, cookie boxes, pie boxes, straws, cups with lids, etc. Also use a cash register, money, paper order pad, pencil, and have a sign telling the name of the restaurant as well as a sign with the menu and prices.

16. ICE CREAM STORE: Have several large ice cream containers with names of different flavors on sides of each. Have ice cream scoops, hats from Braums, Baskin Robbins or Polar Bear Ashburn's, napkins, cups, spoons, and empty sundae containers. Ice cream cones can be made from cotton balls colored from a small amount of dry tempera paint or from styrofoam

29. RAILROAD WORKER (engineer or conductor) : tickets, ticket punch, hat, pillows, luggage, trays neckerchief, overalls, hollow blocks to represent train, steering wheel, chairs, and ticket booth.

30. RESTAURANT: menus, order pad and pencil, paper plates, paper cups, plastic forks, spoons, and knives, pictures of food mounted on poster board or plastic food, napkins, tablecloths, aprons for waiters and waitresses, play money, cash register, telephone.

31. SERVICE STATION ATTENDANT: oil can, cap, flashlight, rubberhose lengths, ropes, sponges and bucket with water, rubber or soft plastic tools, cash register, play money, gas pump, old cloths.

32. SHINING SHOES: Set out play shoes for children to wear. Use empty shoe polish cans and set up a shoe shine stand. Also, you can provide real shoe polish or saddle soap, polish brushes, rags, and shoe brushes. Children can take turns shining each others shoes. When using real shoe polish, cover table with newspapers and children need to wear aprons.

33. SHOE STORE: Get old shoes (men's and women's) of different sizes. Put the shoes in shoe boxes and mark the size on the end of each box (good for numeral recognition). Set up a counter with paper, pencil, cash register, play money, and telephone. Might also have a shoe horn and mirror that sits on the floor. Purses might also be included.

34. SPACE PLAY: Space helmets (Made from large ice cream containers, or carefully washed large plastic jugs cut away to make space hats), cardboard space capsule, white overalls, boots, broken computers for a space panel, food in plastic bags, walkie talkies.

35. STORE PLAY: Try different kinds of stores from time to time-clothing, hats, department store, etc.

36. TEA PARTY: Set out dishes, cups and saucers, silverware, teapot with colored water and napkins.

37. TELEPHONE AND SWITCHBOARD: Set up telephones and switchboard. A pegboard would work for the switchboard. Make a class telephone book with the children's pictures and telephone numbers. Place it near the telephones in various centers.

38. TELEPHONE REPAIR PERSON: Get an old phone from the phone company that the children can take apart. Provide necessary tools such as screwdrivers, pliers, etc. Also, provide plastic tools and belt, hard hat, trikes as telephone repair trucks, and ropes for phone lines.

39. TRAVELING: large suitcases, small overnight suitcases, men's and women's clothes for packing, men's and women's shoes, jewelry, empty make-up containers, hair spray cans, deodorant cans, hair rollers, shaver, aftershave lotion bottle, toothbrush, empty tube of toothpaste, combs, hair brushes, maps. Use hollow blocks or a large box to represent car, train, plane, etc. for going on a trip.

balls painted bright colors and put on top of a cone (made from empty string or factory thread spools or from construction paper). Put up a sign with your store name and prices and flavors.

17. JANITOR OR HOUSECLEANING: small broom, small dustpan, small mop, dust rags, empty furniture polish cans, trash bag, sponges and tubs or buckets with soapy water, empty Windex bottles, rags for cleaning windows, etc.

18. JEWELERY STORE: Display many old pieces of jewelry as in a show case. Might add old watch boxes, necklace boxes, and key chains, cash register, play money and perhaps a magnifying glass to stimulate play.

19. MEALTIME: Set out T.V. dinner trays (from frozen dinners) on a table. Cut out pictures of food from magazines and paste on cardboard in the shape of triangles which would fit in the T.V. trays. Put an interesting centerpiece to catch the child's interest. Place real silverware on the table. Place the food on platters on the table or a side table. Place cooking utensils on the stove to encourage the cooking of the meal. Set out milk cartons for the drink. Place colorful napkins on the table beside each plate.

20. MOVING DAY: dolly and wheelbarrels for carrying furniture and boxes.

21. OFFICE: old typewriter, stapler and staples, telephone, trashcan, paper, pencils, hole punch, rubber stamps, stamp pad.

22. PAINTER: cap/hat, paintbrushes, bucket and water.

23. PET STORE: stuffed animals, empty dog and cat food cans and boxes, cash register, money, leashes.

24. PHOTOGRAPHY STUDIO: Set up a sitting bench for children to pose. Allow the children to take pictures with a Polaroid camera to keep. Dramatic play clothes can be set out by a mirror for the children to dress up. Brushes, combs, empty hair spray cans should be provided. The photographer may charge play money for his/her services. Also, provide old cameras for the children to pretend to take pictures of one another.

25. PILOT/FLIGHT ATTENDANT: pilot's hat, airplane made from hollow blocks or large cardboard box, steering wheel, travel folders, microphone, ear muffs, chairs.

26. PIZZA HUT: cardboard pizza circles, pizza boxes, menu, napkins, knives, forks, plates, cups, pizza ingredients cut out of flannel, order pads, pencils, cash register and money.

27. POLICE OFFICER: hat, badge, tickets, licenses, traffic signs, trikes labeled as police cars, handcuffs, keys to jail, pad and pencil.

28. POST OFFICE/MAIL CARRIER: Set up counter. Have envelopes, letters, play stamps, paper, packages, pencils available for children's use. Have a place to mail letters (Paint a box red and blue and cut a slot in it). Mailbags, mail carrier hats, money, cash register, rubber stamps and stamp pad should also be provided. Draw houses on posterboard with house numbers from 1-25 so children have houses to deliver letters to.

40. WASHING CLOTHES AND DISHES: Provide one tub with soapy water and one with clean water. Cover the floor with rugs. For washing clothes, put a scrub board and several baby clothes in the soapy water tub. Make a clothesline from rope and have clothespins available for hanging up clothes. For washing dishes, put a scrubber, washrag, and sponge in soapy water. Have playtex rubber gloves beside tub plus aprons and towels for drying.

REMEMBER CHILDREN CANNOT ROLE PLAY ANOTHER PERSON OR ROLE UNLESS HE OR SHE HAS HAD SOME FIRST-HAND EXPERIENCE.

Workshop Presented at WAEYC, Waco, Texas, October 1, 1983.

Discovery Learning

Discovery Learning...

- Is based on the assumption that children are naturally curious and motivated to experiment and make generalizations.

- Focuses on inductive reasoning or forming generalizations or principles from a number of related activities.

- Provides many problem-solving learning activities which introduce children to novel experiences, curious objects, experiments, demonstrations, etc.

- Provides materials with a few simple instructions. Avoids giving too much guidance. Lets the children explore and experiment themselves.

- Encourages hypothesis testing or predicting by asking "what if" questions.

- Creates an environment in which children feel free to learn from their errors. Promotes the trial and error method.

Source: __________. *Principles and Theories of Child Development: Instructor's Guide.* Lubbock, TX: Home Economics Instructional Materials Center, 1985, p. 130 (Not copy protected.)

T-4

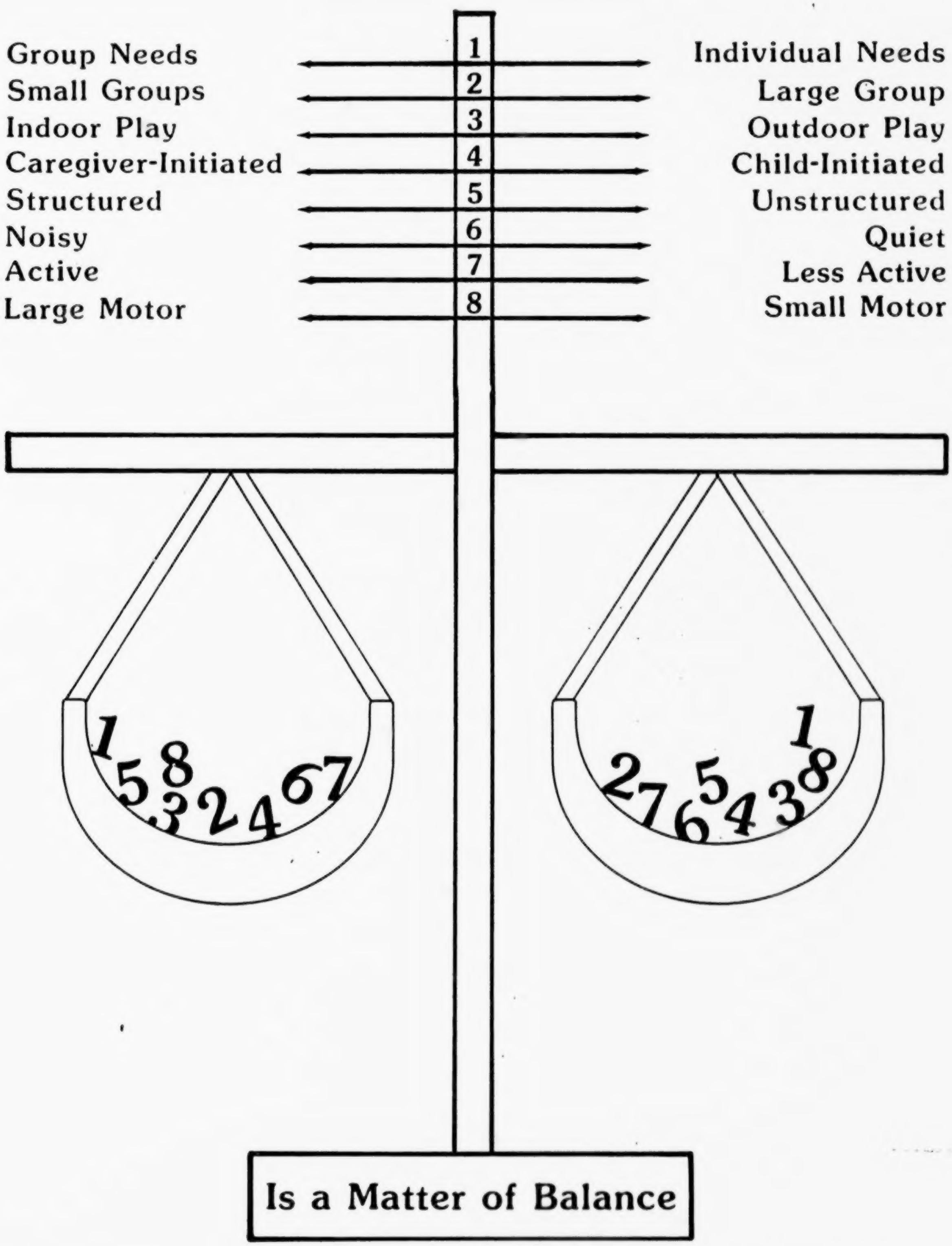
Abstract or Concrete?

Good
Outside
Blocks
Like
On
Minute
Run
Quiet
End
Unhappy
Cry
Cooperate

Shelf
Sit
Front
Bad
Hit
Now
Share
Stop
Sing
Lunch
Pretty
Listen

Source: _____________. *Child Guidance for Child Caregivers: Instructor's Guide.* Lubbock, TX: Home Economics Instructional Materials Center, 1983, p. 104. (Not copy protected.)

Organizing Time


Group Needs
1
Individual Needs
Small Groups
2
Large Group
Indoor Play
3
Outdoor Play
Caregiver-Initiated
4
Child-Initiated
Structured
5
Unstructured
Noisy
6
Quiet
Active
7
Less Active
Large Motor
8
Small Motor
1 5 8 3 2 4 6 7
2 7 6 5 4 3 8 1
Is a Matter of Balance

Source: ____________ *Child Guidance for Child Caregivers: Instructor's Guide.* Lubbock, TX: Home Economics Instructional Materials Center, 1983, p. 112. (Not copy protected.)

T-15

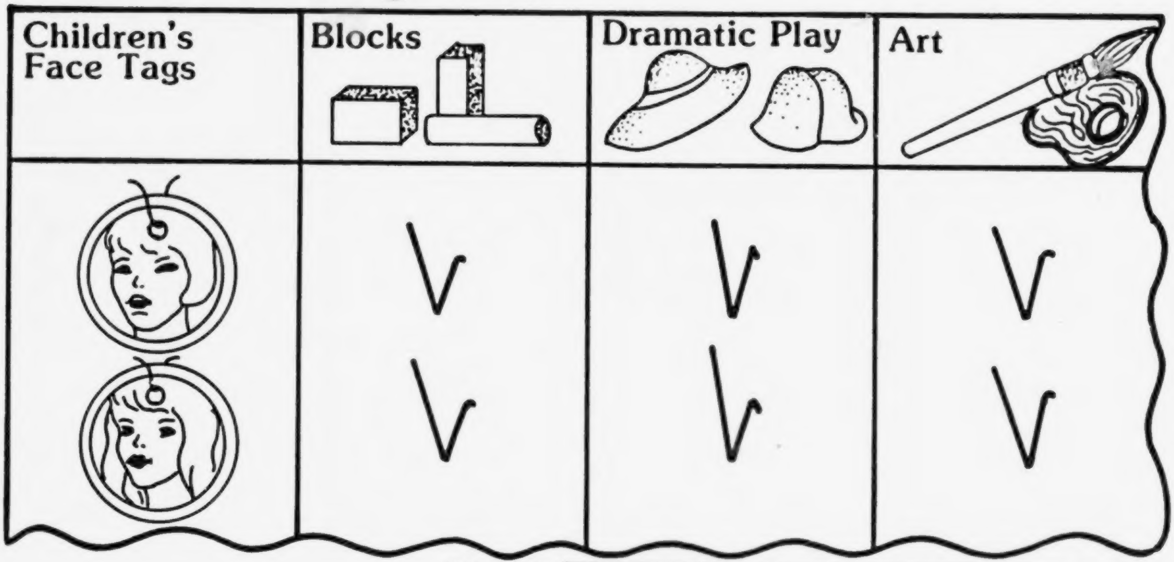
Use Positive Language Instead

Negative Language	Positive Language
"Don't throw sand!"	
"Stop making so much noise."	
"You can't have any more glue."	
"No, we don't knock over someone else's block tower."	
"Quit using so many paper towels."	

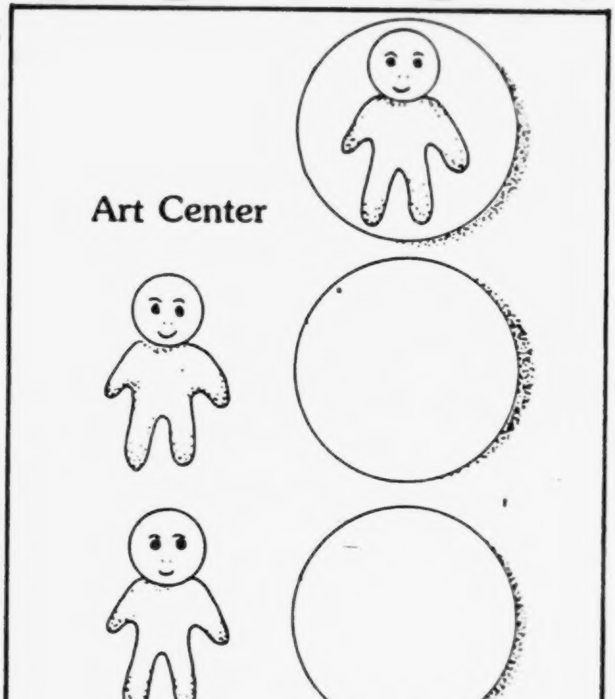
Source: __________. *Child Guidance for Child Caregivers: Instructor's Guide.* Lubbock, TX: Home Economics Instructional Materials Center, 1983, p. 115. (Not copy protected.)

Indirect Guidance of Learning Centers

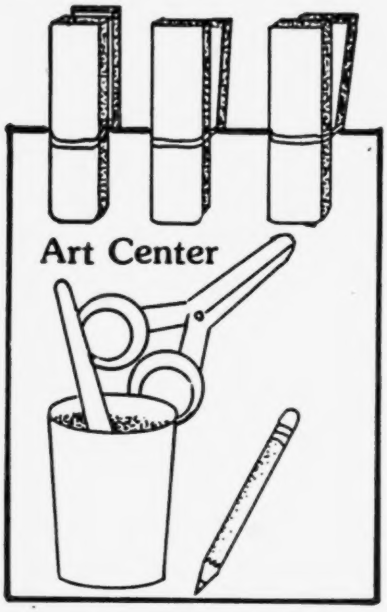
Choice Board (Pegboard)


Children's Face Tags
Blocks
Dramatic Play
Art

Hook and Loop



Clothespins



Source: _____________. *Child Guidance for Child Caregivers. Instructor's Guide* Lubbock, Tx
Home Economics Instructional Materials Center, 1983, p. 125. (Not copy protected.)

INDUCTIVE REASONING

Reasoning ...

-*from the* **part** *to the* **whole**

-*from the* **particular** *to the* **general**

-*from the* **individual** *to the* **universal**

-*from the* **concrete** *to the* **abstract**

-*from the* **example** *to the* **rule**

Examples of
Inductive Reasoning

- experience with RED and BLUE

  before understanding **COLOR**

- experience with HOT and COLD

  before understanding **TEMPERATURE**

- Have a relationship with Jody and Robert

  before understanding **FRIEND**

- understand FAST and SLOW

  before understanding **SPEED**

Davis,Sp88

CD 402 Library Assignment

ACTIVITY CARDS:
The purpose of this assignment is to give you experience in locating and selecting developmentally appropriate activities for preschoolers ages three through five, using library resources. It will also let you leave this class with a small collection of appropriate activities, ready for you to use.

You will do a total of 24 (5 x 8) activity cards; three cards for each of the following learning areas:

Art	Block
Dramatic play	Gross motor
Language	Manipulative
Music/Movement	Science

PROCEDURE: Each activity must be from sources other than the textbooks used in class. Possible sources are activity books and child development publications (Dimensions, Totline, Texas Child Care Quarterly, etc...). Only activities from professional sources (rather then your own personal file) will be accepted. You must use a total of eight different sources.

For each learning area, you need to include activities for each age group (3's, 4's, & 5s). Some activities will be appropriate for more than one age group. Just be sure you have each age group represented in each learning area.

Specific format for cards:

1. Your name, top left-hand corner; learning area & card # in top right-hand corner
2. Name of activity (top line under name)
3. Age range for activity
4. Materials: include all materials, even those necessary for comfort, easy clean-up, etc...
5. Preparation: include complete directions, even those that require teacher preparation ahead of time
6. Presentation: how you present activity to children, including verbal comments & open-ended questions, also include words and tunes to songs, recipes, etc...
7. Special notes: safety considerations, restrictions, etc...write "N/A" (not applicable)if unnecessary
8. Bibliographic information;
   Jones, Janie. "Corn starch goo," Texas Child Care Quarterly. Vol. 1(April 1984),p.20.

EVALUATION CRITERIA: 1. Developmental appropriateness of activity; 2. Appropriateness of source; 3. Completeness of information; and, 4. Manner in which directions were followed.

DUE DATES: Six cards (2 learning areas) are due at each due date. Cards are to be secured by paper clip or rubber band. A title card with name/date/learning areas & sources is due with each set of cards.
1) March 3; 2) March 24; 3) April 7; 4) April 21(NOT ACCEPTED LATE!)

Davis,Sp88

CD 402 Library Assignment #2

BIBLIOGRAPHY CARDS:
The purpose of this assignment is to acquaint you with children's picture books. You will get a chance to evaluate the books on their appropriateness for preschool children.

You will select six picture books to read and evaluate. The picture books must be "Caldecott Award"winning books. One picture book is chosen each year to win the Caldecott Medal for it's quality illustrations. (The public libraries will have a list of Caldecott books in their children's section.)

PROCEDURE: Each book must be evaluated on 5 x 8 note cards. Use the following format to record your information:

1. Bibliographic information of author/illustrator:
   Keats, Ezra Jack. The Snowy Day. New York:
   The Viking Press., 1962.
2. Content: Summarize the book
3. Type of illustrations: Decide what medium the illustrator used; paint, collage, pen & ink,etc...
4. Critique: Strengths and weaknesses of text and illustrations. Use evaluation criteria in text and criteria discussed in class.
5. How you would use book with children: Would it be appropriate for a flannel board story? Could children role play the story? Could it be used to help a child having a problem? Could it be used as a transition before going on a field trip?

EVALUATION CRITERIA; 1.Appropriateness of source; 2.Completeness of information; 3. Effectiveness in using information from class discussion and textbook; and 4. Manner in which directions were followed.

DUE DATE: All six cards are due on **MARCH 17.** Cards are to be secured by paper clip or rubber band. A title card with name/ date/ class section/ and title of your six books is due with your cards

Child Development 403

Discovery Learning III

McLennan Community College

Waco, Texas

CD 403: Discovery Learning III

CATALOG DESCRIPTION: CD 403 Discovery Learning III. Studies educational applications of theories for persons ages six through adolescence. Includes setting up a learning environment, planning learning experiences and guidance for older children. Prerequisite: CD 300 or concurrent enrollment. Three lecture/two lab hours per week. Four credit hours.

INSTRUCTOR: Mrs. Janie Schlueter

OFFICE: Administration-Classroom Building, Room 309

PHONE: 756-6551 x291

MESSAGES: Leave messages in mailbox in 312 Admin.-Classroom Bldg. or by phone at x207 with Nona Baker, Human Services Secretary. You will be most successful in reaching me if you will leave a message (with your phone number) so that I can get back to you.

REQUIRED TEXTBOOKS:

Bredekamp, Sue, (ed.), Expanded Edition. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8.* Washington, D.C.: National Association for the Education of Young Children, 1987.

Compilation of materials selected by MCC's Department of Child Development and prepared by Central Duplicating. (Available in the Bookstore after enrollment counts have been finalized.)

OTHER REQUIRED READINGS: Readings beyond the required texts will be assigned throughout the semester and will include instructor handouts, library sources/references, magazines and newspapers to be located by the student.

INSTRUCTOR OFFICE HOURS: To be announced after section assignments are final. Office hours are good times to contact the instructor. Write in here.

Mondays ______________________

Tuesdays ______________________

Wednesdays ____________________

Thursdays _____________________

Fridays _______________________

GENERAL COURSE OBJECTIVES:

During the semester, each student will:

(CHILD OBSERVATION)

- Demonstrate ability to implement guidelines for observing and preparing written observation reports of older children and adolescents.
- Identify and describe the essential components of a quality program for school-agers in either an all-day or part-day program.
- Compile a collection of activities appropriate for use with older children and adolescents.
- Demonstrate ability to critique activities commonly used with older children and suggest ways to adapt or substitute if necessary to provide developmentally appropriate activities.
- Explain the role of the adult in supervising and implementing appropriate activities.
- Demonstrate ability to recognize and/or plan appropriate daily schedules and routines for school-agers.
- Demonstrate ability to produce and implement lesson plans/activity plans for both after-school and all-day school-age programs, including activities in the following areas:
  - science, nature, and discovery
  - literature and language
  - movement and sports
  - indoor and outdoor games
  - integrated social studies
  - nutrition, health and safety
  - cooking experiences
  - music
  - dramatic play
  - integrated math
  - water activities
  - art
  - self-care
- Demonstrate ability to recognize and/or plan an appropriate indoor environment for school-agers.
- Demonstrate ability to recognize and/or plan an appropriate outdoor environment for school-agers.
- Discuss societal trends which affect the need for quality care for school-age children.
- Discuss some alternative types of programs for school-age children.
- Explain the concept of "latchkey children" and discuss some reasons for concern about the practice.
- Discuss suggestions for communicating with parents, school administrators, and other agencies, as required for the operation of a school-age program.
- Summarize developmental characteristics of the older child and adolescent as the basis for selecting developmentally appropriate activities.
- Demonstrate competence in using general principles of interacting successfully with school-agers.
- Summarize Texas Minimum Standards as they apply to programs for school-age children.
- Summarize recommendations for quality school-age programs and contrast to minimum standards.
- Demonstrate ability to recognize and/or select appropriate indoor materials and equipment for school-age programs
- Demonstrate ability to recognize and/or select appropriate outdoor materials and equipment for school-age programs.
- Discuss and recognize administrative policies and procedures which are unique to the management of programs for school-agers.
- Recognize and explain unusual patterns of development/behavior which may require some action by the caregiver and/or program director and discuss the appropriate action.
- Discuss suggestions for involving school-agers in sharing responsibilities within the program.

METHOD OF EVALUATION:

20% **EXAMS**
(200 pts) Written examinations over everything in the assigned readings, plus everything covered in class. There will be four exams: three regular exams plus the final. The final will cover the last few weeks, plus some comprehensive questions over the main points of the entire semester.

20% **WRITTEN WEEKLY ASSIGNMENTS**
(200 pts.) Twelve to fifteen brief written lab reports based on planned experiences to be implemented during the two-hour weekly lab at the approved lab site.

20% **LAB PERFORMANCE**
(200 pts.) Based on the following:

- Documentation of lab attendance
- Attitude/cooperation with supervisor and other adults
- Performance/competence in working with school-agers as reflected on the student evaluation form score assigned by the instructor in cooperation with the lab site supervisor.

15% **LIBRARY**
(150 pts.) Activity cards reflecting developmentally-appropriate activities to promote development of school-age children and young adolescents.

15% **DISCOVERY LEARNING PROJECTS**
(100 pts.) Each student will participate in planning projects for implementation of developmentally appropriate programs for school-agers. These may be group or individual projects depending on the instructor's perception of what would be most appropriate for each student. Each student will also evaluate his own and/or other project plans.

10% **DAILY ATTENDANCE AND CLASS PARTICIPATION**
(100 pts.) Based on the following:

- Class attendance (See attendance points)
- Participation in class activities
- Brief written responses during class time.
- Evidence that assigned readings have been completed before class time.

TOTAL = 100% (1000 points) with grades assigned as follows:

A = **90-100%** (900-1000 points)
B = **80-89%** (800-899 points)
C = **70-79%** (700-799 points)
D = **60-69%** (600-699 points)
F = **less than 60%** (0-599 points)

NO EXTRA CREDIT AVAILABLE.

INSTRUCTOR POLICIES:

ATTENDANCE: I believe that regular attendance is important, both because of its relationship to academic success and because it is the first step in establishing the habit and reputation of dependability in the world of work.

The MCC General Catalog includes several very important attendance policies with which you should become familiar. In calculating your points for attendance (see Method of Evaluation) I count *every* absence, *regardless of excuse*. In the end, every absence does have consequences. Furthermore, nearly every student in the span of a semester will have some illness or emergency which interferes in some way with their ideal performance.

Because relatively few points are determined solely by your attendance, the power of the attendance grade lies largely in separating the students who make class attendance a priority from those who come to class only when it's convenient for them.

MINIMUM ATTENDANCE REQUIREMENTS: You must attend at least 80% of the class meetings to complete the course. A passing grade cannot be assigned to a student whose absences exceed 20% of the class meetings regardless of the quality of work the student submits.

MINIMUM LAB REQUIREMENTS: Students in CD 403 complete 30 hours of lab participation in an approved off-campus program which serves older children. Lab attendance must be distributed so that the student is fulfilling lab requirements and assignments each week throughout the semester. During the fall semester, the student should plan to schedule two lab hours per week.

The lab site must be approved by the instructor, but the student is responsible for making all arrangements with the lab site supervisor including cheduling and makeup of hours.

A passing grade cannot be assigned to a student whose documented lab hours do not total 30 hours, regardless of classroom attendance or the quality of written work submitted. Furthermore, a student whose absences in lab accumulate to 20% of the total lab hour requirement without an approved plan for makeup labs, will be withdrawn from the class regardless of classroom attendance or quality of written work.

MORE ON ATTENDANCE: When you are absent from class, you are responsible for finding out what was missed and for making the effort to complete assigned work on time. Most students find that other students will provide class notes, as long as you don't take advantage of anyone. The instructor will provide missed handouts within the week after the missed class, but cannot be expected to carry every handout to every class.

Ideally, you should not come to the next class meeting without first checking with another student to determine whether any changes in class routine has been announced concerning the upcoming class. (Sometimes even a test date could be moved up with the approval of class members.) So don't come to class uninformed. You are responsible for all information from the missed class. ***"I didn't know because I was absent"*** is not an acceptable excuse.

KEEPING THE INSTRUCTOR INFORMED: If you must miss class, you should keep the instructor up-to-date on your status. MCC's policy allows the instructor to withdraw a student who stops coming to class. Sometimes, however, it's hard to know whether a student is simply ill **or** has no intention of returning. Leaving a message with the Dept. secretary takes only a minute.

MAKE-UP EXAMS: Based on published MCC policies, I will allow make-up exams only for the following reasons: (1) authorized participation in official College functions, (2) personal illness (I require a doctor's note), (3) death in the immediate family.

Any of the above reasons must be documented to my satisfaction, and a written request for the makeup exam must be made by the student within three days after the scheduled exam. The makeup exam must be completed within seven days after the regular test, unless I agree in advance to other arrangements. An exam which is not made up as defined here, will result in a zero grade being recorded for the exam. THIS IS VERY IMPORTANT!!

LATE PAPERS: Attached to this syllabus, you will find five *late coupons* which you can use at your discretion to cover whatever emergencies you may encounter during the semester. Each coupon erases *one late week* for *one assignment* (one observation, one card, etc.). No late paper will be accepted without the equivalent coupon.

If your circumstances are so extreme that you would consider withdrawing from the class, schedule an appointment with the instructor to discuss the relative advantages of withdrawing vs. requesting an incomplete grade to accommodate your need for additional time. Usually these circumstances involve a major illnesses or similar crisis for the student or a family member, but it is important that you schedule an appointment (or at least call) as soon as you become aware of the situation.

TEST POLICY: Because the study of Child Dev. is far from being an "exact science," your responses to specific examination questions must be considered only on the basis of the conclusions drawn in lecture and in the assigned readings.

You are free to challenge or disagree with any conclusion, but the appropriate time for that is during the class discussion, rather than during an examination. At that time of the discussion, you should be current on your reading assignments and be able to demonstrate understanding of the concept with which you disagree. That way, your disagreement can represent informed argument, rather than uninformed dissent.

ACADEMIC HONESTY: It is sometimes appropriate for students to work together on take-home written assignments, because as they talk and discuss their separate knowledge and understanding, each learns from the other. However, the work turned in must clearly represent the individual thinking and effort of each separate student. If two papers look too much alike to me, I will allow credit to only one student; the two student must decide who gets the credit.

Special note: Students receiving a **D or F** grade in this course must repeat the **entire** course (with a C or above) to receive credit toward the A.A. degree requirements in Child Dev. under the current degree plan. (Students holding valid copies of older degree plans may be eligible to count D grades.)

Methods of Instruction

A variety of instructional methods will be used to accomplish the course objectives during the semester. These will include but not necessarily be limited to the following:

- student reading, reviewing, and studying of the text, handouts, and other assigned readings.
- classroom lecture by the instructor
- classroom discussion led by the instructor and involving all class members
- small group discussions involving class members
- lab observations conducted in the MCC Child Development Centers and/or appropriate community sites approved by the instructor
- written assignments by the student as assigned by the instructor (See Method of Evaluation, p. 3)
- instructor feedback on the student's performance on exams and other assignments
- small group activities and projects as assigned by the instructor
- audio-visual materials such as filmstrips, videos, films, audiotapes, and overhead transparencies.

One One late coupon--Worth one One
late week on one assignment

One Late Coupon

One assignment equals one
reading card, one observation
One report, etc. Not transferable. One

One One late coupon--Worth one One
late week on one assignment

One Late Coupon

One assignment equals one
reading card, one observation
One report, etc. Not transferable. One

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One assignment equals one
reading card, one observation
One report, etc. Not transferable. One

Grade ________

LAB REPORT # 1

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 403 Lab experience #1 (Draft report of fact) Staff, FS88

Watch for a brief "incident" involving one or more children between 6 and 14. An "incident" is defined for our puposes as an episode having a beginning and an end. Write a report of the incident.

REPORT OF FACT: Describe what you saw, including anything related that happened just before or right after the incident. Be objective; don't speculate. Include a description of what the child/children did and said, and a description of the response from the caregiver or other children.

INTERPRETATION: No interpretation is required for lab #1. Label the space, but leave it blank.

Complete the report on you own paper and staple to this form. Clearly label your report of fact and then make a heading for Interpretation, leaving at least two lines of space after the Report of Fact. For now, leave the Interpretation portion blank. Bring this report to class on the date assigned prepared to share your efforts with classmates. After you have completed Lab #2, resubmit your original version of this assignment.

Evaluation criteria for Lab Experience Reports

Strength	Weakness	
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorougn, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Grade ________

LAB REPORT º 2

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 403 Lab experience #2 (Revised anecdotal report) Staff, FS88

After several "Reports of Fact" are evaluated in class, you should be able to correct your first version, as submitted in Lab #1 and then add an interpretation. (Be sure to keep your original version to resubmit for credit on #1.)

REPORT OF FACT: Submit your revised version of Lab #1: Describe what you saw, including anything related that happened just before or right after the incident. Be objective; don't speculate. Include a description of what the child/children did and said, and a description of the response from the caregiver or other children.

INTERPRETATION: Interpret what you described above. You can speculate on what happened or why it happened. Try to be thoughtful, but you are not bound to being so objective here. Try to refer to class concepts, although we have only begun our study of older children.

Complete the report on you own paper and staple to this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength	Weakness	
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Grade ________

LAB REPORT # 3

Name ______________________________ Date of observation ____________________

Lab site ______________________________ Time of observation ____________________

CD 403 Lab experience #3 (Playground) Staff, FS88

During your lab time, pay close attention to the outdoor environment.

REPORT OF FACT: Draw a diagram of the playground at your lab site. Be specific and include all details of the playground.

INTERPRETATION: Describe which equipment could be used for:
    a. gross motor development
    b. fine motor development
Explain your reasoning in light of class concepts.

Complete the report on you own paper and staple to this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two. Also be sure to clearly separate and label your interpretation into gross motor and fine motor.

Evaluation criteria for Lab Experience Reports.

Strength	Weakness	
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used.
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Grade ________ **LAB REPORT # 4**

Name ______________________________ Date of observation ____________________

Lab site ______________________________ Time of observation ____________________

CD 403 Lab experience #4 (Sociogram) Staff, FS88

Over a period of time, ask every child in your group (at least 12 children) to obtain their answer to the following two questions:

a. Who is the person in this group you most enjoy spending time with.

b. Who is the person in this group you least enjoy spending time with.

Ask these questions individually over a period of time so that is it not apparent to the children that you are compiling a survey. Be sure that you do not reveal one person's answers to any other person.

REPORT OF FACT: List each child by sex and age and report their answers to questions a and b above. Draw a sociogram to summarize these facts.

INTERPRETATION: Interpret the above facts in light of class concepts concerning the characteristics of school-age friendships and peer groups.

Complete the report on you own paper and staple to this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength	Weakness	
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used.
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Grade ________

LAB REPORT # 5

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 403 Lab experience #5 (Private language) Staff, FS88

As you work and talk with older school-agers/young adolescents, listen for examples of a "private language" among peers. Any words or phrases which the young person expects to be understood by peers, but not by adults, would be an example. Ask the young people to let you in on the definitions.

REPORT OF FACT: Report six words or phrases along with their definitions. For each one, identify the approximate age and sex of the young person using the word or phrase.

INTERPRETATION: Interpret your report in light of your knowledge of the characteristics of the school-ager/adolescent.

Complete the report on you own paper and **staple** to this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two. Also be sure to clearly separate your descriptions and comments related to the two children.

Evaluation criteria for Lab Experience Reports

Strength	Weakness	
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student
______	______	Report suggests good effort.

Grade ________

LAB REPORT # 6

Name ____________________ Date of observation ____________

Lab site ____________________ Time of observation ____________

CD 403 Lab experience #6 (Humor) Staff, FS88

During your lab period, collect examples of the humor of the school-ager Ask a six-year-old to tell you the funniest joke he or she has heard lately. Then ask a ten-year-old to tell you the funniest joke her or she has heard lately.

REPORT OF FACT: Report the two jokes, appropriately labeled with the sex and age of the child.

INTERPRETATION: Interpret your report of fact in light of class concepts.

Complete the report on you own paper and staple to this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two. Also be sure to clearly separate your descriptions and comments related to the two children.

Evaluation criteria for Lab Experience Reports

Strength	Weakness	
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used.
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Grade ________

LAB REPORT # 7

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 403 Lab experience #7 (Self-esteem) Staff, FS88

During your lab, watch for a school-ager demonstrating low-self esteem.

REPORT OF FACT: Describe the behavior of the child which leads you to presume some problem with self-esteem.

INTERPRETATION: Interpret your observation in terms of class concepts related to self-esteem.

Complete the report on you own paper and staple to this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength	Weakness	
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used.
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Grade ________ **LAB REPORT # 8**

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 403 Lab experience #8 (Self-esteem plan) Staff, FS88

During your lab watch the same school-ager reported in #7. Look for cues in his or her behavior which would suggest ways to help the child in building self-esteem.

REPORT OF FACT: Describe the behavior on which you could base suggestions for building self-esteem with this child.

INTERPRETATION: Referring to class concepts, explain how the behaviors reported above led you to suggest some ways to move the child to feelings of greater self-worth. Include at least two suggestions for activities or interactions which you could initiate in working with this child (within the context of the authority and responsibilities you have been delegated at your lab site). This is not an assignment to implement the plans, although you may do so after consulting with your supervisor.

Complete the report on you own paper and staple to this form. Clearly label your report of fact and your interpretation for each anecdotal report, leaving at least two lines of space between them.

Evaluation criteria for Lab Experience Reports

Strength Weakness

______ ______ Report was turned in on time.
______ ______ Directions were followed.
______ ______ Handwriting is legible.
______ ______ Report was proofread and appropriately corrected.
______ ______ Report is appropriately labeled.
______ ______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ ______ Report of fact shows objectivity.
______ ______ Adequately detailed, concrete examples are used.
______ ______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______ ______ Additional details of fact are not added during the interpretation section.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Report suggests good effort.

Grade ________

LAB REPORT # 9

Name ______________________ Date of observation ______________

Lab site ______________________ Time of observation ______________

CD 403 Lab experience #9 (Media influence) Staff, FS88

During your lab period, interview two school-agers concerning media. Ask each child the following questions:

- Do you watch television? How often? (Hours per day)
- Do you watch the news? How often?
- Do read the newspapers? Which sections? How often?
- Do you listen to the radio?
- What magazines do you read? How often do you read them?

REPORT OF FACT: Summarize the responses for each child on a separate sheet of paper.

INTERPRETATION: Interpret these facts in light of class concepts related to the influence of media.

Complete the report on you own paper and staple to this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength	Weakness	
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used.
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Grade ________

LAB REPORT #10

Name ______________________________ Date of observation ____________________

Lab site ____________________________ Time of observation ____________________

CD 403 Lab experience #10 (Erikson's concepts) Staff, FS88

During your lab period, look for an example of either (1) a school-age behavior you believe illustrates Erikson's concept of Industry vs. Inferiority **or** an adolescent behavior you believe illustrates the concept of Identity vs. Role Confusion.

REPORT OF FACT: Describe the behavior.

INTERPRETATION: Interpret the behavior in light of the concept of either Industry vs. Inferiority or Identity vs. Role Confusion.

Complete the report on you own paper and **staple behind** this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength	Weakness	
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.

Grade ________ **LAB REPORT #11**

Name ______________________________ Date of observation ___________________

Lab site ___________________________ Time of observation ___________________

CD 403 Lab experience #11 (Peer teaching) Staff, FS88

During your lab period, arrange to have an older child who has a particular skill offer to teach that skill to a younger child.

REPORT OF FACT: Report the incident in detail, including the behaviors and reaction of both children.

INTERPRETION: Interpret what you saw in light of class concepts, including self-esteem.

Complete the report on you own paper and **staple behind** this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength Weakness

______ ______ Report was turned in on time.
______ ______ Directions were followed.
______ ______ Handwriting is legible.
______ ______ Report was proofread and appropriately corrected.
______ ______ Report is appropriately labeled.
______ ______ The student's selection of examples suggests understanding of the concept to be illustrated.

______ ______ Report of fact shows objectivity.
______ ______ Adequately detailed, concrete examples are used.
______ ______ Interpretation and opinion are withheld until the interpretation portion of the report.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Interpretation is accurate and thorough, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______ ______ Additional details of fact are not added during the interpretation section.
______ ______ Report shows thoughtfulness and insight on the part of student.

______ ______ Report suggests good effort.

Grade ________

LAB REPORT #12

Name ______________________________ Date of observation ____________________

Lab site ____________________________ Time of observation ____________________

CD 403 Lab experience #12 (Implement activity) Staff, FS88

Select on your activity cards and get approval from your lab site supervisor to implement with an appropriate group of school-agers during your lab period.

REPORT OF FACT: Report your implementation in detail, including how you prepared and how the children responded.

INTERPRETATION: Interpret the outcomes of your activity in light of Developmentally Appropriate Practice for school-agers.

Complete the report on you own paper and staple behind this form. Clearly label your report of fact and your interpretation, leaving at least two lines of space between the two.

Evaluation criteria for Lab Experience Reports

Strength	Weakness	
______	______	Report was turned in on time.
______	______	Directions were followed.
______	______	Handwriting is legible.
______	______	Report was proofread and appropriately corrected.
______	______	Report is appropriately labeled.
______	______	The student's selection of examples suggests understanding of the concept to be illustrated.
______	______	Report of fact shows objectivity.
______	______	Adequately detailed, concrete examples are used.
______	______	Interpretation and opinion are withheld until the interpretation portion of the report.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Interpretation is accurate and thorougn, showing that the student is able to apply and relate knowledge gained through readings and class meetings to the live setting.
______	______	Additional details of fact are not added during the interpretation section.
______	______	Report shows thoughtfulness and insight on the part of student.
______	______	Report suggests good effort.